DOCUMENT RESUME

ED 356 713 HE 026 369

TITLE	Reaching for College. Volume 1: Directory of College-School Partnerships.
INSTITUTION	Westat, Inc., Rockville, MD.
SPONS AGENCY	Office of Policy and Planning (ED), Washington, DC.
REPORT NO	ED/OPP-93-13
PUB DATE	Dec 92
CONTRACT	LC89082001
NOTE	175p.; Prepared by the Human Services Group. For volume 2, see HE 026 370.
PUB TYPE	Reports - Descriptive (141) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	College Bound Students; *College Preparation; Colleges; *College School Cooperation; Demonstration Programs; Elementary Secondary Education; Higher Education; High Risk Students; High Schools; *Program Descriptions; Program Guides
IDENTIFIERS	Partnerships in Education

ABSTRACT

This directory provides an overview of the range of services offered by 48 college and school collaborations designed to strengthen the academic preparation of secondary school students for college. The programs selected for inclusion in the directory were those that directly serve students and have at least some of the 12 key characteristics identified for purposes of this descriptive profile. The resulting programs, located in 20 states and the District of Columbia, reflect a wide range of student populations and services. The program summaries are preceded by a summary matrix of the programs in alphabetical order by states. The summaries contain program highlights in a shaded box, and detailed descriptions of the programs, forms of evaluation, and any recognition the program may have received. The names, locations and telephone numbers of the program directors are provided in case further information is desired. Overall, some programs are targeted to all students in a school district, others emphasize math and science, some offer intensive academic preparation to a selected group of students through the high school years, others are created for unique populations of students, and some serve students wholly outside their normal school setting. (JB)

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REACHING FOR COLLEGE

Volume 1: Directory of College-School Partnerships

HE 026 369

Prepared Under Contract by:

Westat, Inc.
Rockville, Maryland

Contract No. LC89082001
Task No.: 014
Work Request No.: 006

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REACHING FOR COLLEGE

Volume 1: Directory of College-School Partnerships

Human Services Group
Westat, Inc.

December 1992

This study was sponsored by the U.S. Department of Education, Office of Policy and Planning. The views expressed in this report, developed under contract to the U.S. Department of Education, do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department should be inferred.

ACKNOWLEDGMENTS

A team of Westat researchers compiled the information for this directory. These staffers spoke with program directors in each state, requested reports and other materials, and drafted program summaries. The members of this team were: Catherine Abbott, Julie Daft, Patty Flanagan, Kim Standing, Ellen Tenenbaum, Adrienne von Glatz, and Ray Wiles. Overall supervision of this directory was provided by Ellen Tenenbaum under the guidance of Richard Wabnick. Saunders Freeland provided expert word processing, layout and graphics support throughout the project.

We would like to acknowledge the substantive input of Gregory Henschel and Maureen McLaughlin at the Office of Policy and Planning in designing the study and preparing the reports.

Most of all, the authors of this directory are indebted to the staff and directors of the programs we contacted. They gave of their time and expertise in the interest of this effort. Moreover, they made themselves available for followup questions. We greatly appreciate their willingness to participate in this way.

EXECUTIVE SUMMARY

Over the past decade, colleges and universities have initiated hundreds of collaborations with school systems to strengthen the academic preparation of their students for college. This directory, covering 48 such programs, provides an overview of the range of services offered by these programs.

Some programs are targeted universally on all students in a school district:

- **Project PRIME**, based at Arizona State University, works with 90 secondary schools in the Phoenix area to strengthen the core curriculum and increase college-going rates.

- **Think Tank**, based at the Maricopa Community College District in Tempe, Arizona, provides summer and Saturday academic preparation programs to hundreds of minority and at-risk students, as part of its overall mission to lower dropout rates and encourage all students to pursue a college education.

- **Project STEP** is an administrative organization that supports and secures funding for academic preparation programs throughout the Santa Ana Unified School District in California, operating as a consortium of postsecondary institutions.

Some programs heavily emphasize math and science:

- The **MESA** program, headquartered at the University of California at Berkeley and now based at a number of universities in the western states, operates 20 centers that provide science and math tutoring, science-related field trips, summer enrichment and other services that encourage minorities to pursue these disciplines.

- The **Johns Hopkins University/Dunbar High School** program in Baltimore, Maryland, serves 140 high-achieving minority students by combining summer courses and school-year labs and clinics to a group of students throughout their high school years.

- The **Wright STEPP** program, based at Wright State University in Dayton, Ohio, is an intensive summer math-science program for minority 7th-10th graders that, for those who keep up their grades during high school, earns them a scholarship to the university.

- The **Chicago Area Health and Medical Careers Program** out of the Illinois Institute of Technology, which involves seven medical schools in the Chicago area serving motivated 7th-12th grade students, provides a pipeline of year-round academic preparation services to bright minority students interested in health-related careers.

At least a dozen of the programs profiled here provide intensive academic preparation to a selected group of students through the high school years, and may follow up with students into college:

- **BioPrep**, based at the University of Alabama and serving selected high-achieving rural youths in high schools throughout western Alabama, stays with each group of entering students from 9th grade through high school graduation by providing BioPrep core courses in nearly every college-preparatory subject.

- **Middle College High School** is a complete high school located on the campus of La Guardia Community College in New York City. At-risk students apply to attend this school which features an enrollment of only 500 students in a family-like setting.

- The **FAST Track Program** at Indiana University-Purdue University in Fort Wayne, Indiana, especially targeted toward average-achieving minority students, provides intensive year-round academic preparation to students from the time they enter 6th grade through their senior year in high school.

- The **Love of Learning** program for 30 minority students in each of grades 9 through 12, is based at Davidson College, a small private institution in North Carolina; it provides a continuum of services especially to students in single-parent homes or difficult financial circumstances.

Certain programs are created for unique populations of students:

- The **Rural Alaska Honors Institute** in Fairbanks, Alaska selects academically promising Alaskan Native high school juniors who are of low socioeconomic status and will be the first in their families to attend college.

- The **Mother-Daughter Program**, based at the University of Texas at El Paso, serves 150 6th grade Hispanic girls--along with their mothers.

Some programs select and serve students wholly outside their normal school setting--where counseling and teaching loads are too heavy to permit much individual attention:

- **Early Outreach** at the University of Illinois at Chicago operates an academic program for 7th-12th graders every Saturday during most of the school year--called Saturday College.

- The **Multicultural Student Services Center** at George Washington University in the District of Columbia serves young students of the D.C. schools mostly through university summer or Saturday academic programs.

Other programs affect students directly within their school settings. This can infuse an academic element into the schools that had not been there before. Often this kind of college/school program has a major component providing professional development for the schools' teachers.

- **College Now**, based at Kingsborough Community College in Brooklyn, New York administers tests, college-level courses and remedial academic courses to students right at the 17 schools it serves.

- The **Community College Preparation Program** in Columbus, Ohio, has prepared high school teachers to team-teach a more challenging college-preparatory block of core academic courses to students bound for community college.

Finally, almost a dozen programs--described here as they operate at one campus--operate at multiple campuses, thus reaching thousands more students:

- New York's **Liberty Partnership Program** is described in this directory as it operates at one community college, but it is based at 53 colleges and universities throughout New York State.

- Stanford University's **Accelerated Schools** program directly serves students in 140 elementary schools nationwide that have high minority populations.

- **Career Beginnings**, headquartered at Brandeis University in Massachusetts, is based at 17 colleges in 10 states, serving high school students over a critical 2-year period as they make the transition to college.

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INTRODUCTION

Over the past decade, colleges and universities have begun to work with school systems to help high schools, and recently even middle and elementary schools, to strengthen academic preparation for college. Colleges have a concentration of facilities and competencies to help improve and reform the schools. These efforts can also benefit colleges directly by reducing their need for remedial programs, allowing students to take rigorous courses from the time they arrive on campus.

This two-volume report shows that colleges and universities of all kinds have successfully collaborated with local school districts to strengthen young students' academic preparation for college. This volume describes 48 innovative programs that exemplify the wide variety of collaborations in the field. The companion volume, *Volume 2: Case Studies of College-School Partnerships*, provides an in-depth description of six of the programs, including lessons learned about important factors for program success.

Collaborative academic preparation programs commonly feature one or more of the following services:

- a strengthened core college-preparatory curriculum;
- specialized continuing education for teachers;
- tutoring;
- mentoring;
- additional academic/career counseling;
- relevant job experience/career exploration;
- help with college application/financial aid forms;
- follow-up support and monitoring through high school and/or college;
- parent involvement; and
- assistance in obtaining financial aid.

Academic preparation programs take any number of forms. Programs variously involve elementary and secondary students. They may target their services to the normal school day, or they may feature after-school, Saturday, or summer components. They may be structured as one college/one school partnerships, one college/several schools or districts, or a consortium of postsecondary institutions providing services to students in schools area-wide. They may adhere to a pipeline model--moving a group of students together for several years toward college--or to a broad infusion model affecting restructuring or teaching practices at all schools within a district. Some offer college courses to high school students. Funding sources of course vary as well, from direct state appropriations to private foundation support.

Identifying Programs for this Directory

For purposes of this descriptive profile, we decided to select programs that, first of all, directly serve students. Among these, we sought programs with at least some of the following characteristics:

- They were to be relatively self-supporting and stable financially, and not dependent primarily on federal funding.
- They were to have been in operation for at least several years and not in immediate danger of closing, due to budget cuts, for example.
- They were to provide multiple services.
- They were to maintain descriptive and/or evaluative information on the students in the program.
- They were to have current written information to supply inquirers, such as brochures or annual reports about their operations.
- They were to represent a full range of institutional structures: individual partnerships as well as networks of colleges; services to groups of school districts as well as to single entities. Furthermore, some would restructure an entire school or district; others would work within the existing organizational framework of the school.
- They were to serve students at different grade and ability levels, including some that are targeted toward historically underrepresented population groups.

- They were to serve students over a period of more than a year, and would involve more commitment than a "one-time" program or activity.
- They were to be basically free of charge to students and their parents.
- They were to represent a variety of disciplines, including programs that concentrate on health professions or mathematics and science as well as those covering all core academic disciplines.
- They were to represent a variety of scheduling arrangements, including summer and/or Saturday programs.
- They were to reflect geographic and cultural diversity.

The resulting 48 programs reflect a wide range of student populations and services. Programs in 20 states and the District of Columbia are represented here. The directory is not an attempt to include all college-based academic preparation programs that are currently operating. Rather, the sampling of organizational structures and services reflected in these programs will spur interest and thought as educators seek to form new partnerships, add components or make adjustments to existing partnerships.

Directory Organization

The program summaries are preceded by a summary matrix presented in alphabetical order by state. The names, locations and telephone numbers of the program directors are provided if further information is desired.

PROGRAM MATRIX

A DIRECTORY OF 48 SELECTED COLLEGE-BASED ACADEMIC PREPARATION PROGRAMS

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
Alabama								
Biomedical Sciences Preparation Program (BioPrep)	University of Alabama, Tuscaloosa, AL	4-year public	Dr. Larry Rainey Project Director University of Alabama (205) 348-2423	1982	34 rural secondary schools in western Alabama.	Rural youths talented in math and science.	Approximately 2,000 9th-12th grade students.	Defining academic standards; strengthened core curriculum; tutoring; counseling; continuing education for teachers; parent involvement.
Alaska								
Rural Alaska Honors Institute	University of Alaska - Fairbanks Fairbanks, AK	4-year public	Jim Kowalsky Director (907) 474-6638	1983	95 rural high schools.	Academically promising Alaskan Native college-bound juniors who are low SES and first generation.	50 students per year.	Summer enrichment program emphasizing academic, leadership, and social skills; monitoring, and follow-up through 12th grade and into college.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
Arizona								
Project PRIME	Arizona State University, Phoenix, AZ	4-year public	Greg Busby Operations Manager Project PRIME (602) 965-8515	1987	90 secondary schools in the Phoenix area.	Students of all races; special emphasis on American Indians.	15,000 7th through 12th graders in 1990-91.	Strengthening core curriculum; testing and assessment; professional development for teachers; SAT preparation; counseling; tutoring; financial aid; parent involvement.
Think Tank	Maricopa County Community College District, Tempe, AZ	2-year public	Janet Beauchamp Executive Director Maricopa County Community College District Tempe, AZ (602) 731-8028	1988	The 10 high schools in the Phoenix Union High School District.	At-risk students, primarily low-income, minority students.	Approximately 1,000 secondary students in 1991-92.	Summer academic program; Saturday academic program; professional development for teachers; career exploration; guaranteed community college acceptance; financial aid; parent involvement.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
California								
Accelerated Schools Project	Stanford University, Stanford, CA	4-year private	Henry Levin Director (415) 723-3095	1986	140 elementary/ middle schools nationwide.	Mostly disadvantaged elementary and middle school students.	All students in the member schools are served.	Strengthening school structure; peer tutoring; continuing education for teachers; parent involvement.
Central Coast Articulation Group (CCAG)	Allan Hancock College, Santa Maria, CA	2-year public	Dr. Marjorie Carson Director (805) 922-6966, ext. 276	1986	7 high schools in California's Central Coast region.	High-risk high school juniors and seniors participating in vocational education.	Approximately 300 students.	Defining academic standards; outreach; tutoring; assistance with forms.
The College Readiness Program	California State University System campuses at Hayward, Fresno, San Jose, Northridge, and Dominguez Hills, CA	4-year public	Dr. Ellsworth Berget California State University - Hayward (one of the program campuses) (415) 881-3081	1985-86	21 middle schools in the areas served by the participating campuses statewide.	Black and Hispanic 6th-8th graders who are moderate achievers.	Approximately 900 students statewide (100 at Hayward site).	Tutoring/ mentoring, outreach, counseling, help with forms, testing/assessment; and monitoring through grade 12. General emphasis is on mathematics.
Early Academic Outreach Program (EAOP)	University of California (each of the 8 undergraduate campuses)	4-year public	Mike Aldaco University of California Office of the President (415) 987-9573	1975	600 secondary schools statewide with high proportions of historically underrepresented minorities.	Grade 7-12 under-represented and low-income students.	More than 50,000 students in junior and senior high schools.	Defining academic standards, tutoring, guidance, staff development for teachers.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
California (continued)								
KIDS Investigating and Discovering Science	University of California at Irvine	4-year public	Dr. Eloy Rodriquez University of California - Irvine (714) 856-6105	1989	Elementary schools in the Santa Ana Unified School District.	Spanish-speaking K-6 graders.	120 elementary students.	Bilingual summer science lab; parent involvement; professional development for teachers.
MESA	University of California, Berkeley, CA	4-year public	Fred Easter University of California - Berkeley (415) 642-5064	1968	Schools throughout California and other western states.	Minority elementary, middle-school and high school students. Must be on track in math and must have interest in math and science.	Approximately 14,000 students in California alone.	Tutoring, study groups, advising, field trips, summer enrichment programs, financial aid, parent involvement.
The Partnership Program	Butte Community College, Oroville, California	2-year public	Ernie Matlock Vice President for Instruction Butte Community College Oroville, CA 95965 (916) 895-2547	1986	Eleven high schools in the Butte Community College area.	Primarily 10th-12th grade students. Students are 80 percent white and 20 percent minority (mostly Hispanic and many from migrant families).	Approximately 1,000 10th-12th grade students.	Course articulation; career counseling; joint staff development; summer sessions; college courses for high school seniors; facilities and equipment sharing.
Project AVID	San Diego State University; San Diego County Office of Education, San Diego, CA	4-year public	Mary Catherine Swanson Director San Diego County Office of Education (619) 292-3500	1980	83 middle and high schools in the San Diego area.	Underachieving minorities or economically disadvantaged students.	Approximately 2,500 students.	Tutoring; outreach; professional development for teachers; counseling; summer jobs; parent involvement.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
California (continued)								
Step-to-College	*San Francisco* State University, San Francisco, California	*4-year public*	Jacob E. Perea Chairman Department of Administration and Interdisciplinary Studies, SFSU (415) 338-1792	1985	10 high schools in the San Francisco Unified School District.	Predominantly minority 9th-12th grade students.	Approximately 1,000 students in 1991-92.	College courses on high school campuses; tutoring; counseling; followup assistance in college.
STEP (Student-Teacher Educational Partnership)	University of California at Irvine and other local colleges	4-year public; one partner is a 2-year public institution	Dr. Juan Lara Director of EOP/SAA Outreach U.C. Irvine (714) 856-6362	1983	1 public school district: Santa Ana Unified School District.	All in K-12.	Over 46,000 students in the district.	Strengthening school structure; upgrading core curriculum; inservice education for teachers; counseling; parent involvement.
University Preparatory Program (UPP)	California State University at Los Angeles	4-year public	William A. Taylor Associate Vice President for Academic Affairs (213) 343-3810	1989	One high school in Los Angeles.	Hispanic students who are academically at or above average and are at-risk of dropping out of high school or not attending college.	Approximately 200 9th-12th grade students.	Strengthening core curriculum; tutoring/ mentoring; summer and Saturday academic programs; counseling; parent involvement.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
Connecticut								
College Access Program	Fairfield University, Fairfield, CT	4-year private	Christine L. Bowers Associate Director College Access Program (203) 254-2142	1986	8 public and private high schools in CT; one high school in Puerto Rico.	Minority students capable of succeeding in an intensive academic program.	30 students served in 1991. (11th and 12th grade).	Academic summer program; help with forms; SAT preparation; parent involvement.
High School Students Advancement Program (HSSAP)	Connecticut College, CT	4-year private	Shalimar Wuyke Assistant Director (203) 439-2202)	1989	High schools in 7 cities (in NY, CT, and MA).	Minority high school students who are not academically outstanding.	Approximately 100 students (grades 9-12).	Summer academic program; counseling; tutoring/ mentoring; college courses; follow-up through high school.
District of Columbia								
Multicultural Student Services Center	George Washington University, District of Columbia	4-year private	Valerie Epps Director (202) 994-7010	1968	Jr. high and high schools in the District of Columbia Public Schools.	Primarily academically talented minority students.	Approximately 100 high school students each year.	College courses for high school students, summer residence programs; mentoring; summer employment; college tuition assistance.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
Illinois								
Chicago Area Health and Medical Careers Program (CAHMCP)	Illinois Institute of Technology and 7 medical schools in the Chicago area	4-year private	Pamela Cratic Program Coordinator CAHMCP (312) 567-3468	1980	Public and private schools throughout the Chicago area.	Promising, motivated minority students who are high achievers.	75 students enrolled at each grade level (7th-12th).	Academic summer program; strengthened core curriculum in math and science; mentoring; SAT preparation; college credit.
Early Outreach	University of Illinois at Chicago	4-year public	Ethel Caldwell Director Early Outreach (312) 996-2549	1980	More than 150 public and private junior high and high schools in the Chicago area.	Motivated, moderate-to-high achieving minority students interested in health professions.	821 students served in 1990-91. (grades 7 - postsecondary).	Saturday academic program; tutoring; counseling; financial aid; follow-up through college; relevant job experience; parent involvement.
School/College Partnership	Triton College, River Grove, IL	2-year public	Dr. Allen Arnold (708) 456-0300	1984	6 secondary schools.	Potential dropouts, language minority students, and gifted and talented students.	Several hundred high school students.	Summer bridge program, alternative high school programs, advanced placement courses, and 2+2 vocational programs.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
Indiana								
Future Academic Scholars' Track (FAST) Program	Indiana University-Purdue University, Fort Wayne, IN	4-year public	Marica Tapp-Sanders Director FAST (219) 481-6608	1987	Secondary schools in the 4 school systems of the Fort Wayne area.	Average-achieving minority students who show potential to succeed in college.	117 students served in 1991-92 (6th-12th grade).	Academic summer program; Saturday academic program; strengthening core curriculum; counseling; mentoring; parent involvement.
Maryland								
The Johns Hopkins University/Dunbar High School Health Professions Program	Johns Hopkins University, Baltimore, MD	4-year private	Dr. Warren C. Hayman Johns Hopkins University (301) 338-8273	1985	1 - Dunbar High School.	Minority high school students with interest in health and life sciences.	About 140 students in grades 9-12.	Summer sessions; professional development for teachers; development of study skills; strengthening core curriculum; tutoring; counseling; parent involvement.
Massachusetts								
Career Beginnings	Brandeis University in Waltham, MA (total of 17 colleges nationwide)	4-year private	Jeanette Smith Program Assistant (617) 736-4990	1986	Each college-based program serves students in several local high schools.	Moderate-achieving disadvantaged high school juniors/seniors.	Approximately 12,000 11th-12th graders nationwide.	Mentoring/ tutoring; counseling; help with forms.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
New Jersey								
Pre-College Academic Program (Pre-CAP)	Saint Peter's College, Jersey City, NJ	4-year private	Robert E. Perry Director Pre-CAP (201) 915-9288	1986	One urban high school in Jersey City; other secondary and feeder schools.	Middle-or-high achieving disadvantaged minority students.	125 students from 8th through 12th grade.	Academic summer program; Saturday academic program; SAT preparation; tutoring; counseling; parent involvement.
New York								
College Now	Kingsborough Community College, Brooklyn, NY	2-year public	Stuart Suss Kingsborough Community College (718) 368-5170	1984-85	17 public high schools in the New York City area.	Moderate-achieving high school seniors, though open to all seniors in the school.	2,502 students in fall 1991.	Testing and assessment; college-level courses; counseling; follow-up through college.
Liberty Partnership Program	Onondaga Community College, Syracuse, NY (one of 53 programs statewide)	2-year public	Cathy Pisegna Liberty Partnership Program Thomas J. Corcoran High School Syracuse, NY (315) 435-6558	1989	3 Syracuse-area high schools.	Students at risk of not pursuing college or failing to complete high school.	Approximately 400 students, grades 9-12.	Tutoring; mentoring; professional development for teachers; counseling; parent involvement; financial aid.
Middle College High School	LaGuardia Community College; Long Island City, NY	2-year public	Janet Lieberman Director (718) 482-7200	1974	Several local secondary schools.	At-risk 9th-12th graders.	Middle Collge High School has 500 students.	Multiple services, including school restructuring and parent involvement.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
New York (continued)								
Queens College/ Louis Armstrong Middle School	Queens College, Flushing, NY	4-year public	Paul Longo Director (718) 520-7457	1979	1 public middle school.	Urban 5th-8th graders.	Approximately 1,300 students (entire school enrollment).	School restructuring; strengthening core curriculum; continuing education for teachers; tutoring/ mentoring; parent involvement.
STEP (Science Technology Entry Program)	SUNY - New Paltz (New York)	4-year public	Dr. Elaine Hofstetter Assistant Professor (914) 257-2856	1987	8 junior and senior high schools in the mid-Hudson Valley region.	9th-12th grade minority/low-income students talented in math and science.	Approximately 115 9th-12th grade students.	Defining academic standards; core instruction in math and science on Saturdays; outreach; tutoring; counseling.
SUNY's Best Academic Alliance	SUNY at Brockport SUNY at Genesco SUNY at Morrisville SUNY at New Paltz SUNY at Oneonta	All 4-year public, except for SUNY at Morrisville, a 2-year public college	Edward D. Bell SUNY Office of Student Recruitment (212) 614-6720	1990-91 academic year	5 inner-city high schools in New York City.	9th-12th graders, most of whom are historically underrepresented.	Approximately 200 students.	Strengthening academic standards; continuing education for teachers; counseling; mentoring.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
North Carolina								
Love of Learning Program	Davidson College, Davidson, NC	4-year private	Brenda H. Tapia Director Love of Learning Program (704) 892-2452	1987	21 secondary schools in the Charlotte-Mecklenburg school system.	Would-be first generation college students with difficult economic circumstances; all achievement levels.	30 students in each grade level from 9th-12th grade.	Academic summer program; academic-year activities; school/teacher involvement; peer counseling; parent involvement.
Ohio								
Community College Preparation Program (CCPP)	Columbus State Community College, Columbus, OH	2-year public	Connie Faddis Coordinator of High School Programs (614) 227-2452	1987	2 high schools in Columbus.	9th-12th grade students who are able but disinterested in pursuing college; especially minority and disadvantaged students.	120 students served in 1991-92 (9th ghrough 12th grade).	Strengthened core college-preparatory curriculum; professional development for teachers; counseling; help with forms; financial aid.
Ohio Early College Mathematics Placement Testing Program (EMP)	Ohio State University, Columbus, OH	4-year public	Professor Bert Waits Mathematics Department, Ohio State University (614) 292-0694	1979	High schools throughout the state (over 600 high schools).	High school juniors take the OSU-developed math placement test.	Over 60,000 high school juniors; seniors are also served, based on test results.	Defining academic preparation standards; testing and assessment; strengthening core curriculum.
Project SCOPE (Summer Collegiate Orientation Program and Enrichment)	College of Mount St. Joseph, Cincinnati, OH	4-year private	Brenda Kennedy Director Black Student Affairs (513) 244-4414	1987	Public or private high schools in Cincinnati.	Average-achieving black high school students or those with difficult economic circumstances.	90 students (10th through 12th grades).	Summer academic program; counseling; academic year activities.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
Ohio (continued)								
Wright STEPP	Wright State University, Dayton, OH	4-year public	Clark E. Beck Director (513) 873-2403	1988	3 middle schools, 4 high schools in Dayton, Ohio.	Minority 7th-10th graders with potential for success in engineering, math, or science.	Approximately 150 7th-10th grade students.	Intensive summer course; outreach; financial aid; parent involvement.
Young Scholars Program	Ohio State University, Columbus, OH	4-year public	Dr. James J. Bishop Office of Academic Affairs Ohio State University (614) 292-3478	1988	Secondary public schools in 9 Ohio cities.	Low-income minority students who would be first-generation college students.	1,400 students from 7th through 12th grade were served in 1991-92.	Academic summer program; professional development for teachers; career exploration; tutoring; mentoring; financial aid; parent involvment.
Rhode Island								
University of Rhode Island/ Providence School Department Partnership	University of Rhode Island, Kingston, RI	4-year public	Kathleen Dodge Deputy Director (401) 277-3982	1978	The 5 elementary and one middle school that feed into the 3 magnet high schools in Providence.	Low-income and minority students at both elementary and secondary levels.	Approximately 300 students from grades 5 through 12.	Summer academic program; testing and assessment; job experience; tutoring; undergraduate shadowing; guaranteed admission.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
South Carolina								
Project Challenge	The Citadel, Charleston, SC	4-year public institution for men	Carol Byrnes Project Coordinator (803) 792-3335	1988	One inner-city high school in Charleston.	Minority high school students selected to represent a wide range in achievement levels.	196 students served in 1991-92 (grades 9-12).	Academic summer program; strengthened core curriculum; tutoring; counseling; parent involvement.
Texas								
The Mother-Daughter Program	University of Texas at El Paso	4-year public	Pilar Herrera Coordinator (915) 747-5654	1986	Schools with a 6th grade in 3 school districts in the El Paso area.	6th grade Hispanic girls and their mothers.	Approximately 150 students, along with their mothers.	Saturday program; academic counseling; career exploration; mentoring; summer camp; monitoring through high school; parent involvement.
Utah								
Early College	Weber State University, Ogden, UT	4-year public	John Dillimore Assistant Program Administrator (801) 626-6091	1987	16 high schools in 6 area school districts.	Moderate-to-high achieving high school seniors.	200 high school seniors in 1991-92.	Credit-bearing college courses for high school students; counseling; monitoring during college years.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
Virginia								
The Carver Promise	University of Richmond, Virginia Commonwealth University, Virginia Union University, and Reynolds Community College (VA)	4-year and 2-year public and private institutions	Dr. John Rousch Vice President for Planning University of Richmond (804) 289-8159	1990-91	1 elementary school.	All 1990-91 3rd graders at Carver Elementary, located in a low-income neighborhood in Richmond, VA.	All students.	Tutoring; outreach; testing and assessment; financial aid; parent involvement.
College Partnership Program (CPP)	17 public and private institutions in Virginia	2- and 4-year, both public and private	Veatrice Baugh Coordinator, CPP Fairfax County Public Schools (703) 876-5208	1989	All high schools in the Fairfax County Public Schools.	9th-12th grade minority students who demonstrate ability but with poor academic records or difficult family circumstances.	650 students in 1991-92 (grades 9-12).	Strengthened core college-preparatory curriculum; tutoring; mentoring; counseling; help with forms, guaranteed admission/ financial aid; career exploration; parent involvement.
Early Identification Program (EIP)	George Mason University, Virginia	4-year public	Horlensia B. Cadenas Director Early Identification Program Office of the Provost George Mason University Fairfax, VA 22030 (703) 993-3120	1987	Fairfax County Area II Schools (five schools), the Arlington County School District, and the Prince William County School District.	Grade 9-12 students; 99 percent minority and mostly from low-income or single-parent families.	141 students in 1991-92.	Summer sessions; tutoring; Saturday workshops; academic guidance and monitoring; social and cultural activity guaranteed college admission.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
Virginia (continued)								
Virginia Union University Kenan Project	Virginia Union University, Richmond, VA	4-year private	Claudia Johnson Director Kenan Project at Virginia Union University (804) 257-5863	1987	2 Richmond public high schools.	Capable students with uneven academic records.	200 students (grades 9-12) in 1991-92.	Strengthening core curriculum; professional development for teachers; tutoring; mentoring; counseling; parent involvement.
Washington								
Early Scholars Outreach Program	University of Washington at Seattle	4-year public	Dr. Millie Russell Assistant to Vice President University of Washington (206) 543-6436	1987	7 Washington State middle schools.	Minority students and their parents.	Approximately 160 students in grades 6-8.	School-year tutoring; summer programs; parent involvement; counseling.
Wisconsin								
Help Yourself Program	Beloit College, Beloit, WI	4-year private	Brenda Atlas Director Help Yourself (608) 363-2637	1986	20 elementary, middle and high schools in the Beloit area.	Minority students at all levels of schooling.	160 students from elementary level through 12th grade.	Academic summer program; strengthened core curriculum; tutoring; counseling; job experience; financial aid; parent involvement.

Program	College	Type/Control	Contact	Year Begun	Schools Served	Students Targeted	Students Served Annually	Major Services
Wisconsin (continued)								
Successful Talented Aspiring Resourceful Students (STARS)	University of Wisconsin, Parkside	4-year public	Dr. Barbara Shade Dean School of Education (414) 595-2569	1979	High schools in the Racine and Kenosha Unified School Districts.	Minority students of varying achievement levels, including disadvantaged minorities.	Over 500 elementary through high school students served under 5 STAR programs.	Strengthened academic core curricula; professional development for teachers; academic and career counseling; peer support; job shadowing; maturity and leadership.

BIOMEDICAL SCIENCES PREPARATION PROGRAM (BIOPREP)
University of Alabama
Tuscaloosa, Alabama

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1982

Schools Served: Thirty-four rural junior and senior high schools in western Alabama.

Students Targeted: Disadvantaged 9th-12th grade rural youths who are talented in science and math.

Students Served Annually: Approximately 2,000 students in 1991-92.

Major Services: Strengthened core curriculum; professional development for teachers; visits to University of Alabama campus; counseling; help with forms; parent involvement.

DESCRIPTION

A pilot collaboration between the University of Alabama's College of Community Health Sciences and five rural schools in the area was introduced in 1982, serving an original cohort of 114 students. BioPrep in Alabama was one of three pilot PioPrep programs begun at that time. The others were in Manhattan and Brooklyn, New York; they were sponsored by the Macy Foundation.

BioPrep was designed to prepare underrepresented rural students to become health care professionals who would consider serving rural areas of the country. Objectives were to:

- develop academic competencies in math, science, and oral and written communication needed for college success toward professional careers, particularly in the biomedical sciences;
- understand the structure of the health care system and its professions; and
- appreciate the values of living in a rural environment and recognize the important role of a health care provider or biomedical professional practicing in a rural setting.

The program was initiated with a Macy Foundation grant; additional funding has come from other organizations, the State of Alabama, and local school systems. Start-up expenditures were $2,100 per student. Expenditures are now less than $500 per student per year.

By spring 1990, a full 4-year curriculum had been used in each participating school, so the class of 1990 represents the first full graduating class.

Students are selected in 8th grade on the basis of academic record and recommendations. A specially-designed accelerated curriculum is taught from grade 9 through 12, conducted during school hours in a block arrangement. It also includes independent study, tutorials, and laboratory work. Field placements and bimonthly special sessions on the University of Alabama campus, at area health care

facilities and in local rural settings, and summer programs, have provided additional education experiences as well as the means for acculturating BioPrep students to the health professions, the university, and the rural environment.

Central to the program has been collaboration between rural high school teachers and university faculty, staff, and students. Teachers receive preparation to teach the accelerated curricula. They attend summer workshops and inservices. Between the inservice training sessions, the university project staff visits teachers in the schools for consultation and assistance.

Beginning in spring 1989, various components of BioPrep (e.g., staff development for teachers, anatomy and physiology, and other related courses) were made available to a national audience via the TI-IN United Star Network (STAR). The STAR cooperative offers a wide range of high-school credit and professional development courses. This initiative has opened up BioPrep curricula to rural schools throughout the south.

EVALUATION

This program submits an annual program evaluation, a cost/benefit analysis. Extensive descriptive data, costs, retention rates, academic records, and follow-up data on postsecondary enrollments are maintained for use in these reports. An example of results summarized in the 1989-90 Cost/Benefit Analysis follows:

> "In 1989-90, 80 percent of the students were retained in the program grades 9-12; the 1990 mean ACT score approaches the national average and is significantly greater than the means attained in these rural counties and in the state. Alabama's program Class of 1990 had 323 graduates, 86 percent of whom enrolled in college (both 2- and 4-year), and 73 percent enrolled in 4-year colleges. This compares favorably with a college enrollment rate of 60 percent nationally in both 2- and 4-year colleges."

RECOGNITION

BioPrep has been featured on national television, and a national network of BioPrep programs has evolved--the original three, plus one in Bronx, NY, a high school in New Haven, CT, and a Navajo high school in Tuba City, AZ.

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THE RURAL ALASKA HONORS INSTITUTE
University of Alaska
Fairbanks, Alaska

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1983

Schools Served: 95 rural high schools

Students Targeted: Academically promising Alaskan Native college-bound juniors who are low SES and first generation.

Students Served Annually: Approximately 50 students.

Major Services: Summer enrichment program emphasizing academic, leadership, and social skills; follow-up in 12th grade and into college.

DESCRIPTION

In 1983 the University of Alaska at Fairbanks established a program to better prepare academically strong Alaskan Native students for postsecondary education and to strengthen college retention rates by inviting them to participate in a six-week summer enrichment program emphasizing academics, leadership, and social skills. Participants develop learning and study skills, become oriented to a college system, and receive assistance with application materials. In addition, RAHI exposes participants to potential career opportunities in the business and management, natural resources and sciences, engineering, and education fields.

Students are selected in the 11th grade from among Alaska's rural high schools on the basis of grade point average (3.0 or above in most cases) and a demographic and male/female balance. The 1992 summer institute at the university had 51 students--30 rising seniors and the rest entering college. Those entering college take university academic courses for credit. Rising seniors who take Alaska Native Studies may earn 12th grade credit, receiving a waiver from retaking it in their senior year. RAHI courses are taught by university professors, and the students live in dormitories with faculty.

RAHI sends summer report cards to the parents and to the high schools, following up as to their academic progress during the school year through telephone calls. The program sends a newsletter to students and alumni four to eight times a year. Once students enter the University of Alaska, they are encouraged to use the Rural Student Services counseling program, where eight other students and six university staff members offer support in a comfortable lounge setting.

If participants enroll in the University of Alaska at Fairbanks as freshmen, they are required to complete a minor in Alaskan Native Studies and participate in a two-month internship program with one of the Alaskan Native Corporations or subsidiaries. With these cultural aspects featured, RAHI hopes to graduate well-educated students who are culturally sensitive to their heritage and can be future leaders in their communities.

RAHI has a staff of two, and its cost of approximately $2,500 per student per year is borne by the state-funded University of Alaska. Demand has been great for this program. For the several qualified students who are placed on an "alternate" list, the program notifies the village that the student is qualified and has been selected as an alternate. An appeal for a local contribution of $2,000 to $2,500 is made. In this way, supplemental funding can enable those students to attend the institute.

EVALUATION

Evaluation data collected from 255 RAHI alumni through alumni records and an alumni survey suggest promising results at the high school and postsecondary levels. Results from pre- and post-tests cite significant improvements in participants' reading scores, as measured by the Nelson-Denny Reading Test, and math scores, measured by the ACT Math Test. RAHI alumni pursue postsecondary education more than other Alaskan Native students; over 65 percent of RAHI participants enroll in a 4-year institution in the fall following their high school graduation, while only 10 to 20 percent of other Alaskan Native students do the same. Furthermore, the study shows that program effects persist into the college years, with RAHI alumni having higher retention and completion rates than a similar group of Alaskan Native students at the university. By 1989, 12 percent of RAHI alumni from the 1984-85 session and 8 percent from the 1985-86 session graduated from college with a bachelor's degree, while none of the comparable Alaskan Native students completed a bachelor's degree.

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PROJECT TO IMPROVE MINORITY EDUCATION (PRIME)
Arizona State University
Phoenix, Arizona

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1987

Schools Served: 90 secondary schools in the Phoenix area.

Students Targeted: 7th to 12th grade students of all races; special emphasis on American Indians.

Students Served Annually: 15,000 7th through 12th graders in 1990-91.

Major Services: Strengthening core curriculum; testing and assessment; professional development for teachers; SAT preparation; counseling; tutoring; financial aid; parent involvement.

DESCRIPTION

Project PRIME is a pipeline of programs that serves Arizona students in 7th through 12th grades from approximately 90 schools in the Phoenix area and elsewhere in Arizona. The project serves not only minorities, but gives equal access to students of all races, with a special emphasis on American Indians. In 1990-1991, the project served approximately 15,000 7th through 12th grade students.

Project PRIME was created in 1987 by a partnership among the Hispanic Higher Education Coalition, the Hispanic Association of Colleges and Universities, the College Board, and the Educational Testing Service (ETS). Based on research of successful existing programs in secondary schools, the partnership chose several existing programs to replicate and combined into a single project. Project PRIME is a statewide project geared toward improving the academic performance of minority secondary school students and increasing their college-going rates. Specifically, it is striving to double the college-going rate of secondary students and triple the rate of pursuing studies in science, mathematics, or engineering. Other goals include reducing the high school dropout rate by 20 percent, increasing the number of students who pass high school algebra, and increasing the percentage of students who take and pass the Advanced Placement (AP) exams.

The first program in the pipeline is Algebridge, an advanced math program created that teaches 7th and 8th grade students algebraic concepts in their lower level math classes. ETS and the College Board developed the curriculum, and PRIME has trained some 130 teachers to use it; these teachers have organized informal Algebridge networks at their schools. In 1990-91, 7,000 students in 57 schools took Algebridge.

A second component of the program is the Mathematics, Engineering, Science Achievement (MESA) program is for 9th through 12th graders. This was adopted from the original California model, described in the directory under California programs. MESA identifies and selects high school minority students exhibiting potential to succeed in careers in science and math. MESA provides courses in English, mathematics and science, academic enrichment activities, tutoring, academic and career

counseling, and a summer component for 10th graders. MESA is currently housed at two community colleges working in partnership with their local high schools.

TestSkills is a third component of Project PRIME. TestSkills is a 15-week course created by ETS, the College Board, and the Hispanic Higher Education Coalition to prepare 10th graders for the PSAT, SAT, ACT, and National Merit exams. The course reviews concepts needed on the verbal and mathematics sections of standardized tests, test-taking strategies, instruction on time management, and guidance on test anxiety. It is designed to be taught in the regular math and English class. So far, about 2,400 students have received the TestSkills component.

The fourth component of Project PRIME is Options for Excellence for 11th and 12th graders. Options for Excellence makes available Advanced Placement courses to students in 14 AP subjects in the arts, foreign languages, social sciences, mathematics, and sciences. To achieve this, Arizona State University and the Arizona Advanced Placement Council trained over 100 high school teachers from across the state to teach the AP courses, the most extensive AP teacher training in Arizona's history. In 1990-91, 1,800 students were served in 35 high schools.

Project PRIME also includes a parent involvement component composed of a variety of programs. Parents as Partners provides guidance on helping children to succeed in school and deals with issues concerning home, community and school. PRIME has encouraged each school to form its own group, if possible linking with the parent-teacher organization. Another program for parents is Financial Aid and Academic Planning Information for Minority Students and Parents, which distributes information about preparing for college and financial aid through workshops and in packets of materials. The same packets are given to school counselors.

Project PRIME also includes the "I Have a Dream" program, which involves classroom counseling for students and ensures them financial aid for college. It is modeled on the "I Have a Dream" program of industrialist and philanthropist Eugene Lang, who promised to pay for the college education of the minority children who attend his old school, P.S. 121 in New York City. The promise is contingent on staying in school and studying hard. PRIME'S "I Have a Dream" component is small; funding is being sought to expand it.

Project PRIME is sponsored by American Express, the American Honda Foundation, the Arizona Board of Regents, Philip Morris, the Arizona State Legislature, Arizona State University, Educational Testing Service, IDS Financial Services, Inc., the College Board, the United States Department of Education and others. The project is housed at the Arizona State University downtown center. The approximate annual budget of PRIME is $1.2 million. There are 18 staff in the main office: one director, two assistant directors, seven program coordinators, and eight support staff.

EVALUATION

The project produces a report each year detailing the progress and results of each component of the program, with statistics on the numbers of students and schools served by the project as well as increases in participation and direct results of the project.

The efforts of Project PRIME have resulted in an increase of 166 percent in the number of Arizona minority students taking AP exams. Many more are also taking the PSAT and SAT. State ACT scores have reportedly increased from a mean of 18.0 in 1986-87 to 20.3 in 1990-91. Additional data analysis is ongoing.

RECOGNITION

Project PRIME has been honored by the President's Forum on Teaching as a Profession.

Director John Lincoln appeared on Bill Moyers' "Investing in Our Youth," a roundtable discussion of education.

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THINK TANK
Maricopa County Community College District
Phoenix, Arizona

PROGRAM HIGHLIGHTS

Year Begun: 1988

Schools Served: High schools in the Phoenix Union High School District and surrounding districts.

Students Targeted: Minorities and at-risk students.

Students Served Annually: 1,000 secondary school students.

Major Services: Summer and Saturday academic programs; remediation; counseling; employment opportunities; teacher education; parent involvement; financial aid.

DESCRIPTION

The Think Tank program began in 1988 by the Maricopa County Community College District, a network of 10 community colleges in the Phoenix area; Arizona State University; the 10 high schools in the Phoenix Union High School District; and 7 surrounding urban school districts. The superintendent of the Phoenix Union High School District and the chancellor of the Maricopa County Community College District laid the groundwork and saw the program through its early years. Its purpose was to lower dropout rates and encourage largely low-income minority students to prepare for and pursue higher education. Minorities constitute 25 percent of the population in Arizona, but less than 10 percent of the 12,509 bachelor's degrees awarded in 1990 went to minority students.

The partnership reaches 1,000 students directly through several different dropout prevention, academic preparation, employment and social service programs. One academic preparation program in particular, "Achieving a College Education" (ACE), selects students to begin participating in 10th grade and continue through community college. 670 students have been served since 1988, when the first cohort of 113 10th graders enrolled. In 1992-93, 320 10th graders will begin the program.

ACE starts with six weeks of all-day summer academic seminars and a required parent orientation. During the school year, Saturday academic classes continue in English, math, business, time management and personal goals. Parents are offered a variety of classes as well. These components continue through 11th and 12th grade in a pipeline model. Those who enroll in an area community college receive free tuition throughout their community college education, with strong encouragement to go on to Arizona State University.

Another program provides in-service workshops to 200 teachers from kindergarten through community college level, focused on improving the academic achievement of at-risk students. And the Urban Teacher Corps provides payment to about 160 minority school employees to take college courses in preparation for a teaching career. The school workers training to become teachers receive help with expenses plus leave time from their school districts to pursue their studies. The dean of the College of Education at Arizona State monitors this program.

The Think Tank consortium is administered at the central offices of the Maricopa County Community College District. A full-time director and a full-time assistant are supplemented by community college students and high school student workers who help the staff as needed. The consortium has a board of directors that sets policy; members represent the full range of educational groups and levels. The budget of about $250,000 is derived largely from community college system funding, with additional funding from the Pew Charitable Trusts and the Ford Foundation. Businesses and the public schools provide substantial in-kind support.

EVALUATION

While there has been no overall evaluation of Think Tank, its component programs maintain data, and outcome data have been produced on individual programs. For example, program data show that of the original 113 enrollees in ACE, 98 percent graduated high school, compared with Phoenix's general rate of 57 percent. 64 percent of ACE's first cohort pursued higher education, and many are beginning to graduate from community college, according to the program's student records. An outside consultant is preparing to conduct an evaluation of Think Tank as a whole.

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ACCELERATED SCHOOLS PROGRAM
Stanford University
Palo Alto, California

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1986

Schools Served: 140 public elementary and middle schools nationwide are members.

Students targeted: Disadvantaged elementary and middle school students.

Students Served Annually: All students in the member schools are served.

Major Services: Strengthening school structure; strengthening core curriculum; peer tutoring; continuing education for teachers; parent involvement.

DESCRIPTION

Initiated in 1986, the program's founders believed that most schools use organizational, curricular, and instructional strategies that contribute to reduced expectations and stigmatization of at-risk students, uninspiring school experiences, and a devaluing of the talents of teachers and parents. "Accelerated schools" were designed to have the opposite consequences. The goal of the program in a school was to bring at-risk students up to grade level by the end of elementary school, so they can perform thereafter at levels appropriate to their age group. Hence the emphasis on accelerated learning.

Each school selected to be a pilot "Accelerated School" adopts three principles:

- unity of purpose and a common vision that serves as a focal point for the efforts of parents, teachers, staff and students;
- school-site empowerment and school-level decisionmaking and control; and
- building on the strengths of school staff, students, parents, and communities, making fuller use of their talents.

During the 1990-91 school year, 54 schools participated in the Accelerated School program, including statewide networks in Missouri and Illinois. In addition, satellite centers have recently been established at universities in New Orleans, Houston, Los Angeles, and San Francisco and funded by the Chevron Corporation to work with pilot schools in their areas. Since its inception, the Accelerated Schools program has been implemented in some 140 schools nationwide. Most are elementary schools.

Interest in this program is now widespread. Some 250 schools applied for the 1991 summer training workshop for school staff, although the program could accommodate fewer than half of them. As a result, the project expanded from 54 schools in 1990-91 to about 140 in 1991-92.

EVALUATION

Extensive descriptive and evaluative data are maintained, and an evaluation is built into each school's plan. The project has begun to report results--the first pilot site, Daniel Webster Elementary School in San Francisco, registered the highest gains in standardized test scores in the city in 1990-91.

RECOGNITION

The White House included Accelerated Schools as one of the models for the "new generation of American schools" proposed in its *America 2000* education plan.

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CENTRAL COAST ARTICULATION GROUP (CCAG)
Allan Hancock College
Santa Maria, California

2-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1986

Schools Served: Seven high schools in Santa Barbara County.

Students Targeted: Juniors and seniors taking vocational courses.

Students Served Annually: Approximately 300 students.

Major Services: Defining academic standards; outreach; tutoring; and assistance with completing forms.

DESCRIPTION

Based on a need for educators from the various districts to meet and coordinate vocational education programs, Allan Hancock College invited local administrators from the four local high school districts, the Regional Occupational Center (ROP) and the Santa Barbara County Office of Education to meet with college representatives. In 1986 the process was formalized and the North County Articulation Group (NCAG) was formed. NCAG included representation from each high school district and the Allan Hancock Community College District.

In 1989, the NCAG expanded to include the Lucia Mar Unified School District and the California Polytechnic State University. To reflect the consortium's broader geographic scope, the name of the group was changed to the Central Coast Articulation Group (CCAG). The CCAG is composed of Allan Hancock College; California Polytechnic State University; Lucia Mar Unified School District; Lompoc Unified School District; Santa Maria Joint Union School District; Santa Ynez Valley Union High School District; St. Joseph High School; North Santa Barbara Regional Occupational Program (ROP); Santa Lucia ROP in the Lucia Mar District; and representation from the office of the Santa Barbara County Superintendent of Schools.

The purpose of the CCAG is to give students from the participating high schools who go on to Allan Hancock College the opportunity to receive college credit for equivalent vocational education classes successfully completed in secondary school, thereby avoiding unnecessary repetition of coursework. High school instructors met with college instructors to work out an agreement in which advanced high school courses in some disciplines were deemed equivalent, in course content, to introductory college courses. Students receiving a grade of C or higher and attaining a specified level of competency in performing related tasks would be given an articulation certificate. In order to receive college credit, students must successfully complete the next level course at the college within the next three years.

Other CCAG projects include the following:

- a Fine Arts Day, during which students from all area high schools meet at Allan Hancock College to participate in a series of workshops that provide a hands-on emphasis and opportunities to meet with college faculty and discuss art programs;

- early registration for high school seniors interested in attending Allan Hancock College. Students spend a day at the college and complete the necessary assessment, orientation, advising, and registration procedures. Student guides provide tours of the campus and answer questions; and

- California Polytechnic University and Allan Hancock College conduct a variety of intervention programs with high-risk students in an effort to reduce junior high and high school dropout rates. Faculty and student mentors visit the schools, and selected groups of college/university students come to the campus to continue the mentoring process.

EVALUATION

The program reports that of 182 students who received articulation certificates in spring 1988, 53 were attending Allan Hancock College in fall 1989, and 21 had already received credit for the articulated class by successfully completing the next class at the college. Seventy-five percent of these students continued to study the articulated field. Approximately 25 percent transferred to a four-year college after two years at Allan Hancock College.

In the spring of 1989, 309 students received certificates and 88 students enrolled at Allan Hancock College in the fall of 1990. Twenty-nine students presented their certificates for advanced placement and 27 (93 percent) completed the next course successfully and received credit for the articulated high school course.

RECOGNITION

CCAG was selected as one of five model demonstration sites in high school/college articulation in the state of California. During the 1990-91 academic year, the Group received a $17,000 grant to put on two statewide workshops for other community colleges and public schools interested in 2+2 programs.

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THE COLLEGE READINESS PROGRAM
California State University
Hayward, Fresno, San Jose, Northridge,
Dominguez Hills, California

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1985-86

Schools Served: 21 middle schools statewide.

Students Targeted: 6th-8th grade minority students.

Students Served Annually: About 900 students statewide; 100 at Hayward.

Major Services: Tutoring/mentoring; outreach; counseling; help with forms; testing/assessment; parent involvement; follow-through with students.

DESCRIPTION

The College Readiness Program (CRP) is a joint effort by the California State University System (CSU) and the California State Department of Education (SDE) to assist black and Hispanic students in grades 6-8 achieve competence in higher order cognitive skills, and prepare them for enrollment in a high school college preparatory curriculum in mathematics and English.

CRP students are tutored after school by student teachers or college student interns on cognitive skills, on improving problem solving and estimation skills, and developing good mathematics study skills. CSU student tutors are selected on the basis of their mathematics preparation, personality, interest in working with middle school students, and the degree with which they can be a role model to these students.

In addition to tutoring sessions, there are visits to CSU campuses and other school-based activities that familiarize the students with college admission requirements, career entry requirements, and financial aid programs.

The total budget of about $500,000 per year is derived largely from state funds, supplemented by California State University institutional funds.

EVALUATION

A report titled *Minorities' Mathematics Preparedness: The College Readiness Program* evaluated the program. According to the report, during the 1987-88 school year 59 percent of the CRP students were recommended for Algebra I/Geometry as compared to 54 percent of the comparison students (students who would have been in the program had space been available). Once enrolled CRP and comparison students did not differ statistically in the grades they received.

There was a significant increase in the CAT (California Achievement Test) scores of CRP students over the control group from 7th to 8th grade and 8th to 9th grade.

According to a survey, 85 percent of the program participants felt the program helped them understand math better, and 92 percent felt that the program increased their desire to attend college.

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EARLY ACADEMIC OUTREACH PROGRAM
University of California

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1975

Schools Served: 600 secondary schools statewide.

Students Targeted: Underrepresented, low income 7th-12th graders.

Students Served Annually: More than 50,000 students.

Major Services: Defining academic standards; tutoring; counseling; professional development for teachers.

DESCRIPTION

Under its general affirmative action mission, the University of California works directly with high schools through several programs. Under the Early Academic Outreach Program (EAOP) begun in 1975, each of the eight U.C. campuses has selected junior and senior high schools in its geographic area with high proportions of underrepresented minority and low-income students. About 600 schools are reached; at these partnership schools, more than half of the student body are from underrepresented groups.

While EAOP's primary focus is to identify and prepare motivated students, the heavy presence of EAOP in schools has often resulted in schoolwide core curricular improvement, led by a motivated principal and faculty working closely with staff and faculty at the nearby U.C. campus.

U.C. Irvine, for example, has worked with the Santa Ana Unified School District as a whole, since 1985, to strengthen the core secondary-level curriculum. Staff development for teachers is combined with academic preparation for students (i.e., how to take thorough notes, how to take tests, counseling and course planning). This local program implementing the EAOP is called the Student/Teacher Educational Partnership (STEP). STEP is described in this directory.

U.C. Santa Cruz implements the EAOP with Watsonville High School and the four feeder middle schools in the district. All of the schools have predominantly underrepresented minority populations, mostly Chicano. The EAOP is boosted by a parallel University-based program called the California Academic Partnership Program (CAPP), which has a component aimed at secondary-school curriculum improvement. In the Watsonville schools, this combined effort of EAOP/CAPP is co-directed by the district's Director of Curriculum Development and U.C. Santa Cruz' Director of Student Affirmative Action. While the core curriculum is strengthened, motivated students at the same time receive targeted services to prepare them academically for university study.

EVALUATION

According to program data, these efforts appear to be working: In 1990, 91 percent (4,136) of EAOP high school graduates enrolled in some postsecondary institution. Of these, 24 percent enrolled at a U.C. campus. This U.C. enrollment rate is more than 6 times that of underrepresented students who did not join or stay in the EAOP.

Under the University's Student Affirmative Action plan, EAOP students--and all historically underrepresented minority students in the system--are monitored and helped as necessary at the university. Retention rates are available. The data could be broken down by high school, so as to give each interested EAOP school feedback on the university performance of its own EAOP graduates. Further inquiry would be needed to know the extent to which they have received such data.

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THE KIDS INVESTIGATING AND DISCOVERING SCIENCE (KIDS) PROGRAM

University of California
Irvine, California

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1989

Schools Served: Elementary schools in the Santa Ana Unified School District.

Students Targeted: Spanish speaking students in grades K-6.

Students Served Annually: About 120 students each summer.

Major Services: Bilingual instruction; summer science lab; academic-year follow-up activities; parent involvement; professional development for teachers.

DESCRIPTION

The KIDS program involves K-6 grade Spanish speaking students in a four-week summer session and an academic-year follow-up program. Both components are designed to spark students' interest in science. In the four-week summer bilingual science program, based at the university, students take field trips and study in university laboratories to explore experiences in the physical science. Weekend events are planned offering family-oriented activities to include parents in the development of their children's interest in science. KIDS also offers academic-year follow-up activities in which participants are involved in the National Geographic Society's computer-based KIDS Network science program. Using this national and international database of students, participants can exchange scientific data with the students throughout the world.

Teachers leading this program have undergone bilingual training, and the program uses Spanish as its primary language. It is felt that the students may understand the complex concepts more readily if they are taught in their native tongue. Both components are based on the Montessori approach, emphasizing hands-on learning and developing the child's own initiative.

Though the program is in its infancy, a long-term goal has been developed to establish a national model program of elementary science which will result in:

1) the implementation and diffusion of an exemplary science program in grades K-6;

2) the development of science curriculum materials for national dissemination;

3) programs of teachers training for new and current teachers nationally which will enhance significantly their preparation for science education; and

4) the conduct of a longitudinal evaluation study which contributes to the nation's understanding of the ways in which prestigious research institutions can utilize their resources and provide leadership in addressing the underrepresentation of minorities in the sciences."

This program was conceived and developed by Eloy Rodriquez, a biology professor at the university, in 1989 and has received funding support from both corporate and other private foundations.

EVALUATION

A formal evaluation is not currently available.

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MATHEMATICS, ENGINEERING, AND SCIENCE ACHIEVEMENT (MESA)
University of California
Berkeley, California

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 19

Schools Served: Elementary, middle, and high schools throughout California and other western states.

Students Targeted: Minority students interested and talented in math and science.

Students Served Annually: 14,000 students in California alone.

Major Services: Tutoring; study groups; advising; field trips; summer enrichment programs; financial aid; parent involvement.

DESCRIPTION

Currently the California MESA program, headquartered at the Lawrence Hall of Science, University of California at Berkeley, operates 20 centers at colleges and universities across the state and serves approximately 14,000 students. These centers, called MESA Pre-College Centers, are affiliated with universities that have strong engineering and physical science departments. These centers work with local schools to help prepare students for science-related careers.

High school students must meet two criteria in order to participate in MESA. MESA applicants must be on track in mathematics and must be interested in math and science. Elementary and middle/junior high school students need only have an interest in math and science to participate in the MESA program. The only restriction is that the student cannot be in his/her last year at that particular school. For example, a student enrolled in 8th grade at a school that serves 6th-8th graders would not be eligible to participate. The student would, however, be able to apply the following year.

The MESA program stresses seven major areas of activities listed below. These activities are designed to enrich the educational programs of participating students:

(1) Tutoring. Professionals, college students, and/or MESA Pre-College Program students who have excelled in their coursework tutor students to help them understand mathematical and scientific concepts and maintain high GPAs.

(2) Study Groups. Organized and supervised by MESA advisers, study groups provide a support environment for effective learning.

(3) Academic and Career Advising. Special counseling helps students to select a high school program, choose a university to attend, complete university application forms, and write a resume. Speakers from a variety of engineering and technical fields provide practical information about career opportunities.

(4) Field Trips. Students visit industrial plants, research centers, universities, engineering firms, computer centers, and other sites where technical professionals are employed.

(5) Summer Enrichment Programs. Students are encouraged to participate in summer enrichment programs in mathematics, science, English, computers, and engineering during summers following grades nine through eleven. Some centers arrange summer employment for selected MESA students after their junior and/or senior years.

(6) Scholarship Incentive Awards. Students who maintain a high GPA in advanced-level college-preparatory mathematics, science, and English courses can earn scholarship support while still in high school. Scholarship awards are restricted to juniors and seniors.

(7) Activities and Competitions. Students participate in weekly activities, including hands-on math and science activities, SAT preparation seminars, speaker presentations, etc. Also, students participate in major inter- and intra-MESA center math, science, and engineering competitions.

The California MESA program also sponsors MESA Day, a statewide science competition. Due to the geographical layout of the state, the competition is held over a two-day period, with one day devoted to the northern half of the state and the second for the southern portion.

Through the years the MESA programs at the various centers have modified these activities. Each center emphasizes points within the seven major categories to fit the population interests. For example, some area students respond better to competitions than to field trips. In these areas more time and money would be spent organizing competitions and less time on field trips.

In addition to the weekly tutoring sessions at their MESA schools, students have the opportunity to attend the 'Saturday Academy' at the Berkeley campus. The Saturday Academy is a nine-week session held on Saturdays from 9:00 a.m. - 1:00 p.m. and gives the students additional time for expanding their experiences. It is also during this time that workshops are provided for the parents. These workshops cover a variety of topics of interest to parents. Workshops held in the past included topics such as "How to Buy a Personal Computer" and "On the Right Track - Guiding Your Child's Future."

MESA stresses parental involvement. Parents are required to attend an orientation meeting at the beginning of the year. At this meeting the program is explained to them, and they are encouraged to attend workshops and to join one of the four parent committees. The Parent Outreach Committee coordinates parent and community information and assistance. The Awards Committee plans all awards and acknowledgment ceremonies/celebrations for students. The Fundraising/MESA Day Committee plans a major fundraiser during the fall semester and smaller on-going fundraisers and coordinates logistics for MESA Day during the spring semester. The Newsletter Committee publishes a family newsletter that contains program information, informative articles, and articles written by student's and parents. Each of the committees is either chaired or co-chaired by MESA parents.

Since not all parents are able to attend Saturday workshops at Berkeley, local parent groups have been organized. These local groups help provide snacks for students at the weekly tutoring sessions and help organize workshops and fundraising events at their schools.

Currently the program receives 50 percent of its funding from the state through the university system. The remaining 50 percent comes from private industry in a two-thirds one-third split, cash and in-kind donations respectively. Many companies loan employees to the MESA program, for varying periods of time, to serve as program directors, coordinators, or advisors. These industry professionals, while still paid by their companies, help to serve their company and community by bringing their expertise to the MESA program.

The MESA program is also being implemented at universities in other states including Colorado, Arizona, and Washington.

EVALUATION

An annual report is produced each year. The program currently reports better than a 90 percent admittance of MESA Pre-College Program graduates into 4-year universities. Of these, 67 percent declare a major in related technical fields.

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THE PARTNERSHIP PROGRAM
Butte Community College
Oroville, California

2-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1986

Schools Served: Eleven area high schools.

Students Targeted: Primarily 10th-12th graders.

Students Served Annually: 1,000 students.

Major Services: Course articulation; career counseling; curriculum development; joint staff development; summer academic sessions for migrant 7th-12th graders; facilities and equipment sharing; college courses for high school seniors.

DESCRIPTION

The Partnership Program, started in 1986, grew out a recognition of shared goals between local secondary schools and Butte Community College because the graduates of local high schools constitute a major component of the Butte College student body. These goals include: motivating high school students to stay in school; developing in students an appreciation of the increasingly critical role of higher education; encouraging students to consider college as a logical and valuable next step; ensuring that high school students acquire the skills necessary for success in college; and increasing the percentage of students who enter and succeed in college.

Both secondary and college representatives agreed that the success of any partnership depended on cooperation and the institutionalization of partnership structures at all levels. To this end, the Partnership Council was formed to formalize contact between executive level administrators from all participating institutions. In addition, there are faculty, counselors and support staff forums. The faculty of participating institutions meet regularly to discuss curriculum development and course articulation.

Course articulation is an agreement between institutions that specifies the conditions and terms under which students may transfer credits from one institution to another. Program 2+2, Butte College's articulation program, is designed to motivate high school students to pursue postsecondary education by allowing them to earn college credits while in high school. The 2+2 program spans the last two years of high school and the first two years of college.

After a joint review of selected courses, high school and college faculty determine which courses at local high schools cover material and teach skills equivalent to introductory courses offered at the community college. Over 50 courses in 14 disciplines have been articulated. Students receive college and high school credit upon the successful completion of these courses.

Program 2+2 is particularly helpful for high school students interested in pursuing vocations that require advanced technical skills development, such as automotive technology, electronics technology, or welding technology. Basic vocational skills are learned in high school and the more advanced vocational

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skills are gained in college. Other curricular areas that have articulated include accounting, agriculture, business, child development, fashion design, and secretarial science.

Butte Community College has entered into an articulation agreement, Program 2+2+2, with California State University at Chico whereby students can transfer credit for previously specified courses taken at the high school and community college levels. If specified requirements are met, students are guaranteed admission to the 4-year college.

Local high school students also have the opportunity to take college courses at Butte Community College. Thirty high school seniors from Paradise High School are selected each year to take college courses at Butte College through the College Connection Program. Students, who range from at-risk to academically talented, are selected based on potential to benefit from the program.

During the summer, predominantly migrant students in grades 7-12 commute to Butte College for a six-week academic enrichment Summer Program. Classes are taught by college faculty in a variety of subject areas including mathematics, English, drama, and science. Students also receive academic and career counseling.

The Partnership Program has produced a close relationship between the Butte Community College and the local high schools. Educational resources are shared at all levels. High school faculty are encouraged to participate in the staff development and in-service training opportunities at the college. The services of the Butte College Career Training Center are made available to local high schools. The college has also entered into joint agreements with local high schools to provide typing and computer labs for use by high school students during the day and by college students during the evening.

EVALUATION

There are plans to conduct formal programwide evaluations of all aspects of the program. Preliminary evaluations have been conducted on College Connection and the Summer Program. Data collected on the Summer Program reveal that 80 percent of the migrant students who participate in the program continue on to college. Typically only 20 percent of the migrant students in the Butte Community College district continue on to college. The academic performance of the high school students taking college courses through the College Connection Program was compared with the academic performance of college students enrolled in equivalent courses. The College Connection students were found to perform at a level equal to that of college students. This was found to be true even for students who were previously classified as borderline.

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PROJECT AVID
San Diego State University and Other Universities
San Diego, California

4-Year Public Institutions

PROGRAM HIGHLIGHTS

Year Begun: 1980

Schools Served: 83 secondary schools in San Diego County under the San Diego County Office of Education, and surrounding districts.

Students Targeted: Underachieving minority or disadvantaged students, grades 6-12.

Students Served Annually: About 2,500 students.

Major Services: Tutoring/mentoring; counseling; outreach; summer jobs; professional development for teachers; parent involvement.

DESCRIPTION

In an effort to increase minority enrollment in postsecondary institutions, Clairemont High School in San Diego collaborated with local state universities in 1980 to create Project AVID (Advancement Via Individual Determination). AVID is a middle school through senior high school program to prepare students most underrepresented in postsecondary education for 4-year college eligibility. The program also restructures the teaching methodology of an entire school to make college preparatory curricula accessible to almost all students. A focus of AVID has been to develop a comprehensive staff development program.

This program aims to augment minority enrollment by administering a comprehensive 4-year elective high school program targeting underachieving minority or economically disadvantaged students. Students enroll in the AVID academic class, taught by a language arts teacher, which focuses solely on the improvement of writing skills. AVID students also enroll in the advanced college preparatory courses offered by the high school. In addition, AVID students receive tutoring services, as needed, from university students in all academic areas. Counseling services are also provided. By speaking to the students and providing summer jobs, business leaders in the community become involved in the program in an attempt to help students determine a potential career. Parent involvement is stressed by regular telephone contact with the teacher in each school who is designated as AVID Coordinator. Many students and parents participate in monthly evening AVID Family Study Skills Seminars.

Each summer, San Diego State University hosts an AVID Summer Institute. The weeklong institute is for AVID administrators, counselors, coordinators, and teachers of college preparatory classes in English, foreign language, history, mathematics, and science, grades 6-12. The purpose of the Institute is to help schools bring about significant gains in the achievement of all students, but especially of those most underrepresented in postsecondary education. Teacher stipends are paid by their school districts, and teachers earn graduate level extension credit.

AVID is funded by the California Department of Education, the San Diego County Office of Education and participating school districts. Its annual budget is approximately $300,000. Implementing AVID costs a school district approximately $120 per student per year. Professional development courses

and curriculum are provided by the San Diego County Office of Education, supplemented by a nominal fee for AVID handbooks, curriculum guides, and training guides.

EVALUATION

Project AVID reports demonstrable effects for its participants. The average grade point average of students before entering AVID had been 2.0. At the end of junior year, it rose to 3.0 and when they graduate it is 3.2 on average. All this has been accomplished in challenging college preparatory classes.

Of the first six classes that participated in this program at Clairemont High, 178 out of 181, or 98 percent, enrolled in a postsecondary institution. Between 1982 and 1985, 37 AVID students took Advanced Placement Exams with a 65 percent passing rate. Prior to 1982, no minority student at Clairemont, other than those few in the gifted program, had attempted an AP Exam. Furthermore, with the ability to track AVID students enrolled in local universities, results reveal that Project AVID has positive effects beyond high school. Of those enrolled in San Diego State University, the cumulative GPA for the first six AVID classes was 2.46, surpassing the freshman average of 1.9. Those enrolled in the University of California at San Diego earned a cumulative GPA of 2.47, close to the freshman average of 2.83.

A well-developed AVID program reportedly improves standardized test scores campus-wide, advanced level course enrollments, and the number of students attending college. From 1986 to 1990, 98.8 percent of AVID graduates have enrolled in college, a rate 87 percent higher than the overall student population of San Diego County. The average senior class college entry requirement completion for AVID sites in 1989 increased by 137 percent, while the average state increase was 20 percent.

RECOGNITION

The program has received the Showcase of Excellence award from the National Council of States on Inservice Education.

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STEP-TO-COLLEGE
San Francisco State University
San Francisco, California

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1985

Schools Served: Currently, 10 high schools in the San Francisco Unified School District.

Students Targeted: Primarily minority students in urban environments who lack traditional admission requirements and/or do not view university matriculation as a possibility.

Students Served Annually: Approximately 1,000 high school students participated as of 1991-92.

Major Services: College courses on high school campuses; admission to San Francisco State University during senior year of high school; college counseling; college recruitment and advising; tutoring; follow-up assistance in college.

DESCRIPTION

Step-to-College (STC), established in 1985 by a professor at San Francisco State University (SFSU) in collaboration with the principal and vice principal from Mission High School, is an academic preparation program for increasing the college attendance and completion rates of underrepresented minority students. STC program components include recruitment and advising of high school students, offering university admission to high school seniors under a temporary status category, assisting in the transition to college, and providing continued support to STC students who then attend San Francisco State University as regular college students. The university provides faculty for STC courses, tuition waivers, and access to university services.

Step-to-College directs much of its effort toward students who normally have not been considered college material. STC actively recruits moderate-achieving and high-risk minority students and prepares for them for postsecondary education. STC stresses academic improvement by instilling in students the belief that college attendance is possible and desirable. Students are taught to set realistic, attainable goals and are provided with the skills needed to attain them. They master critical thinking, studying, and test preparation skills. Using a team teaching approach and by moving groups of students through the program together, students develop close relationships with peers and concerned faculty members.

Students are prepared for college through college visits, counseling, academic reinforcement, and enrollment in college courses. High school seniors are given transitional status at San Francisco State University and are enrolled in a two-semester college course in Critical Thinking. This course is a graduation requirement at the university. Students receive transferable college credit for the course, which is taught by university faculty at the high schools during after-school hours. STC students receive college identification cards and are given access to university services. Admissions requirements for the program are a 3.00 GPA, teacher or counselor recommendation or self-referral by students. Students understand that if they decide to participate, they must accept that they are university students and are expected to take personal responsibility for their education. In addition to fulfilling all their high school requirements,

students are expected to attend all classes, complete all assignments, and maintain at least a C average. Admissions and financial aid information is provided to seniors by staff of those offices at the university.

An informal student support service continues for those students who enroll at SFSU as undergraduates. Students are advised on course and instructor selection, provided with academic and career counseling, and have access to tutorial services. Step-to-College students are encouraged to maintain contact with fellow STC students and university faculty mentors. Step-to-College graduates are also encouraged to return to their high schools to serve as tutors and role models.

MISSION-TO-COLLEGE

STC partnership members realized that in order to provide traditionally non-college-bound students with the skills and courses required for postsecondary success, students would have to be brought into the program earlier in their academic career. As a result, Mission-to-College (MTC), a second college preparatory program, was started in 1987-88 at Mission High School. A college preparatory core curriculum for grades 9 and 10 was developed by program teachers and university faculty. The class schedules were reorganized to allow MTC students to take classes together in order to develop group cohesion and provide peer support. Students are required to enroll in a study skills class. An after-school study program, called the Academic Fellowship Program, was established with the assistance of volunteer teachers and former Step-to-College students. Especially needy students, instead of having to seek part-time jobs, receive scholarships that pay them to attend the study hall. Funding for the scholarship program is provided though grants and business donations. MTC students then enter STC. Thus, STC has evolved into a pipeline of academic preparation for college.

EVALUATION

Step-to-College has reportedly been successful in raising the expectations of students and preparing them for college. The success of Step-to-College students has motivated other students to pursue academic goals and has created a college-going culture in which academic excellence and postsecondary aspirations are the norm in many of the high schools. The program reports that the college attendance rate of participating high schools has increased dramatically, and the support provided at San Francisco State University has increased the retention rates of minority students. Preliminary studies indicate that the retention rate of Step-to-College students at SFSU is about 60 percent. This compares favorably with the university's average retention rate of about 40 percent. The drop-out rate for black and Hispanic students at SFSU prior to STC was 80 percent.

Program data show that prior to 1985, fewer than 10 percent of Mission High School's graduates went on to college. In 1984, one year prior to the implementation of STC, university enrollment data indicated that only 2 Hispanic Mission High School graduates enrolled at a 4-year university. By 1990, the overall college attendance rate at Mission High School had risen to 92 percent; 205 of the 223 graduating seniors enrolled in college the following academic year. Hispanics comprised 32 percent (65 students) of the students attending college. Over 39 percent (81 students) of the students attending college were enrolled at a 4-year college in California. At Woodrow Wilson High School, the number of graduates who enrolled at a California 4-year public institution rose from 21 (9 percent of the graduating

class) in 1986 to 95 (53 percent of the graduating class) in 1990. About 90 percent of the 1990 Woodrow Wilson graduating class went on to college. Thus, the results of Step-to-College extend beyond just San Francisco State University.

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STUDENT/TEACHER EDUCATIONAL PARTNERSHIP (STEP)
University of California
Irvine, California

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1981

Schools Served: The Santa Ana Unified School District is the primary target of the project. However, STEP is expanding its activities to include adjacent Compton Unified School District.

Students Targeted: The programs that STEP funds provide services to elementary and secondary students in the Santa Ana Unified School District. These students are predominantly minority, have limited English proficiency, and most live in poverty.

Major Services: STEP acts as an administrative framework that secures funding for academic preparation programs; filters, screens, and coordinates potential programs; networks members; and disseminates information.

DESCRIPTION

Project STEP is a fully engaged partnership of administrators, college faculty, school principals, faculty and other teaching staff, parents and students serving the Santa Ana Unified School District (SAUSD) and its students. The project began in 1981 and currently draws on the human and physical resources of the University of California at Irvine (UCI), California State University at Fullerton (CSUF), Rancho Santiago Community College (RSC), and Chapman College. In addition to significant in-kind support from the partner institutions, Project STEP receives external funding from the Carnegie Corporation of New York and the Fund for the Improvement of Postsecondary Education.

The goals of Project STEP are to: (1) improve the academic preparation of all students for college, especially underrepresented minority students in mathematics and science; (2) develop future teachers of mathematics and science, especially from underrepresented minority groups; (3) develop a comprehensive model of educational reform, including curriculum review, staff development, and student academic preparation; (4) institutionalize this model by establishing permanent intersegmental (school/college) partnerships; and (5) disseminate this model throughout the educational community.

To accomplish these goals, Project STEP provides several specific services, including: obtaining funding from a variety of sources to support academic preparation programs in the district; putting and keeping members of the partnership in touch with one another; promoting those programs which are in line with the goals of the district and Project STEP; and publicizing its efforts and successes to inform others of the benefits of the collaborative model. STEP's services are administered by an administrative council and a set of task forces organized by subject area. The task forces coordinate the daily operations of ongoing programs. To promote equality among partners, each institution is responsible for at least one task force.

Programs supported under each task force provide a variety of services to the SAUSD, its teachers, and its students and their parents. District teachers are involved in many STEP-funded professional development programs such as the Discipline Dialogues program. The Discipline Dialogues are conferences held five times a year for secondary and postsecondary faculty to discuss topics in seven academic disciplines. The objective of the dialogues is to help all participants better understand each other's goals, strategies, and challenges. District students can receive many STEP supported services to promote their academic preparation. STEP funded a tutorial program to provide students with academic support in math and science and to nurture future teachers. With STEP's assistance, SAUSD students are participating in the National Geographic Bilingual Kids Network that links students around the world via a modem to share research information about scientific topics and experiments. Finally, districts parents are involved in programs funded by STEP. The Family Math program trains teachers to help parents work on mathematics with their children.

Project STEP is in the process of expanding its target population to include the students of the Compton Unified School District (CUSD) in neighboring Los Angeles County. Project STEP and CUSD are developing an organizational structure similar to Project STEP to offer similar services to the Compton students.

EVALUATION

Project STEP staff members rely on several data sources for general information about the students, teachers, and schools in the Santa Ana district. Some of these data are compiled as required for particular grant funding; additional data are available through statewide collection efforts; and still other data are collected by district staff for Project STEP. Among these data are: CAPP evaluation reports for years 1984-1990; California Basic Education Data System (CBEDS); Administrator-Teacher Ratio Report (R2); Language Census Survey (R30); high school transcript analysis; follow-up survey of high school graduates; and a needs assessment survey of parents.

During the years of the California Academic Partnership Program (CAPP) funding, 1984-90, external evaluation teams collected considerable data on the characteristics of program participants. These data show that the number of Project STEP participants grew from 2,000 students and 225 teachers in 1987 to 3,6000 students and 450 teachers in 1990.

These and other examples of data collected and used by Project STEP staff to document their progress are, however, only one-dimensional. They are not designed to isolate the effects on those receiving STEP-supported services from those who are not. Without establishing control groups it is extremely difficult to conclude whether effects are the direct result of Project STEP intervention.

There is a drive underway in the district--led by the SAUSD superintendent, supported by the project's founder, and strongly endorsed by the director of outreach programs at UCI--to increase efforts at developing strong evaluative outcome measures and to use these as targets at which the school district can take aim. Such measures would include eligibility rates for the two local universities, enrollment rates into each of the local colleges, graduation rates, and transfer rates from Rancho Santiago Community College to the four-year institutions. These measures will provide some evidence of the total district-wide effort to improve the college-going capabilities of its students.

RECOGNITION

Since its inception, Project STEP has received both national and local recognition:

- In 1983, STEP became a member of the College Board's Educational EQuality Project Models Program for School-College Collaboration.
- In 1984, STEP was cited as an exemplary response to improving student academic preparation in *A Nation Responds*, the sequel to *A Nation at Risk*.
- Also in 1984, the Council for Advancement Support of Education (CASE) presented STEP with its "Exceptional Achievement Award" in Washington, D.C.
- During the years of the second grant from CAPP, 1987-90, STEP was designated as a "Showcase" project.
- Over the years, STEP has received press coverage through the *Los Angeles Times* and several local newspapers.

CONTACT PERSON

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UNIVERSITY PREPARATORY PROGRAM
California State University
Los Angeles, California

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1989

Schools Served: One local high school in the Los Angeles Unified School District.

Students Targeted: Hispanic students in grades 9-12; they should be at or above grade level.

Students Served Annually: Approximately 200 students.

Major Services: Strengthening core academic curriculum; tutoring/mentoring; summer and Saturday academic programs; counseling; and parent involvement.

DESCRIPTION

The University Preparatory Program (UPP) is a partnership between Lincoln High School (LHS) and California State University, Los Angeles. At present it is an eight-year pipeline, four years at LHS and four years at CSLA. However, there are plans to extend the partnership to lower grade levels. Preliminary discussions have occurred with the two feeder junior high schools.

The program began with 62 9th graders in September 1989. Of those, 48 are continuing in the 11th grade. Currently, there are 55 10th graders and 70 9th graders in the program. This program is for academically at or above average Hispanic students whose college attendance and graduation rates are declining. UPP has a mathematics- and science-based orientation.

In addition to the declining college attendance and graduation rates of Hispanic students, Hispanics are significantly underrepresented in mathematics- and science-based professions. While working with students in the advanced placement physics course at Lincoln high School, faculty members from California State University, Los Angeles discovered that only one of 20 students was Hispanic. The rest were of Asian descent. This is in a high school which is 73 percent Hispanic and 25 percent Asian.

The following are some factors that contribute to this problem:

- The academic preparation of Hispanic students at entrance to high school is weak, thus making it difficult for them to successfully complete a college preparatory curriculum.
- Most of these students see few examples of members of their community who have graduated from a 4-year college.

Consequently, the University Preparatory Program (UPP), a partnership between Lincoln High School and California State University, Los Angeles, was formed in 1989. However, instead of focusing on improving an advanced placement physics class, the faculty at both institutions decided that students

must be reached earlier in their education, in order to increase the number of Hispanic students who graduate from college with B.S. degrees in mathematics-and science-related fields.

The goal of UPP is to familiarize these students and their parents with the CSLA campus and college in general. They are assured that upon successful completion of the high school program there will be sufficient financial aid available to allow them to attend college.

Although UPP has a mathematics- and science-based orientation, participants are provided with a high school orientation that prepares them to compete in any college major. The UPP curriculum is a traditional college preparatory curriculum composed of four years of college preparatory mathematics, science, and English. Without the UPP, most students would probably not have gone past geometry and would only take two years of science. Since the problem of weak academic background is most apparent in Algebra I, a CSLA faculty specialist in math education is working with LHS math teachers to analyze this situation and propose curriculum revisions, course content packaging, and teacher development.

During their senior year, LHS students will take a few classes at CSLA, usually mathematics and science courses. The students will receive high school and college credit for these courses.

CSLA students--who are usually Hispanic and mathematics or science majors--serve as tutors four afternoons each week. Their goal is to instill a positive attitude about college and academic success by encouraging students to work together. Also, tutors work closely with the teachers so that they maximize reinforcement of classroom lessons.

Special Saturday activities, most of which take place at CSLA and deal with academic areas related to scientific and mathematical topics, supplement LHS classwork. Some are confidence-building activities, including workshops for female students on assertiveness, for all students on coping with peer pressures, and on study skills.

The summer program prepares the students for the coming year by strengthening academic preparation through special classes such as pre-geometry, writing, and career opportunities. Besides strengthening academic preparation, these courses also focus on building self-confidence, opening new vistas, and easing the transition to college.

Other program activities are geology field trips, trips to industry and government laboratories, theater trips, and a weekend camp-out.

A parent support group meets periodically with LHS and CSLA faculty. College/school-related workshops will become an integral part of the meetings and will focus on such issues as assisting in the development of study habits; developing a positive learning/study environment in the home; and understanding the college/university students.

EVALUATION

An evaluation of the program is now being planned.

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COLLEGE ACCESS PROGRAM
Fairfield University
Fairfield, Connecticut

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Began: 1986

Schools Served: 8 public and private high schools in Connecticut and one high school in Puerto Rico.

Students Targeted: 11th and 12th grade minority students considered capable of completing an intensive program.

Students Served Annually: About 30 students.

Major Services: Summer academic program; help with [illegible]; SAT preparation; parent involvement.

DESCRIPTION

The College Access Program serves minority high school students from eight public and private high schools in Connecticut and one high school in Puerto Rico. Fairfield University, a liberal arts institution with an enrollment of about 3,000, has a continuing relationship with some urban schools in Puerto Rico and chooses students from one of those schools to participate in the program. In 1991, 30 minority students were served.

The College Access Program was started in 1986 primarily in an effort to address the needs of the minority population in the area surrounding Fairfield, a small city in Connecticut. Its aim was to help minority high school students to become better prepared for college in general. A secondary goal of the program was to increase the proportion of minorities represented at Fairfield University. The program improves the students' academic skills and prepares them to be accepted to and succeed in college.

Eleventh grade students wishing to participate in the program must receive a nomination from the principals of their high schools. Each principal may nominate up to four students. The students must be from a minority background and considered to be capable of completing the intensive program. Nominees must submit an application, an essay, a transcript, standardized test scores, and recommendations.

The program consists of a 3-week academic summer program for rising high school seniors followed by activities throughout the senior year. For the summer program, students live on the Fairfield University campus and attend 6 hours of classes per day in English, math, science, and computers, taught by Fairfield University faculty. Additionally, the students attend 6 to 8 hours of Princeton Review SAT preparation each week.

In addition to classes, three workshops on admissions and financial aid are provided, led by representatives from the university's financial aid and admissions offices. Additionally, the program coordinator leads informal group sessions that have a more individual focus. For example, group sessions may cover values and educational goals. The workshops and the group sessions last 1 to 1 1/2 hours. The students also participate in presentations by business people in the community, talks with university personnel and field trips throughout their 3-week stay.

During the summer program, university students from Fairfield and other universities live with the students and serve as residential counselors. The residential counselors supervise dorm life, serve as role models, enforce rules and regulations, occasionally assist students with their homework, and chaperone events or activities. The program coordinator also lives in the dormitory with the students.

During the academic year, the students attend a reunion in the winter and various other events taking place at the university. At the reunion, students participate in social activities and listen to presentations on such issues as financial aid and admissions. Throughout the year, the students receive invitations to attend presentations and other events that occur on campus.

Parents are invited to some of the workshops, the orientation events, the commencement events and the reunion. Through the workshops and the reunion, they, along with the students, learn about financial aid, admissions and other practical subjects on college life.

In 1991, the program employed four counselors, one program coordinator and one associate director, and 6 faculty, as paid staff of the program. The director's time is donated by the university. The total cost of the program in 1991 was $42,075. The projected budget for 1992 is approximately $50,000. Students provide their own transportation, although tuition and fees for the program are covered. Funding for the College Access Program is currently provided by the State of Connecticut and the Heublein Foundation. Both funding sources are new as of 1991-92. Program support in past years was also received from General Electric, GTE, and Southern Connecticut Gas Company.

EVALUATION

Program staff record and maintain the pre- and post-Princeton Review SAT diagnostic scores of all of the students. Additionally, they contact counselors during the students' senior year to determine the institutions that the students submit applications to, receive acceptances from and attend.

The program reports that for 1991 students, the average increase in composite SAT score after the 3-week SAT preparation course was 76 points. Of all of the graduates from the program since its inception (a total of 98), only four students did not seek postsecondary education; 19 attended Fairfield University. Others have enrolled in a variety of postsecondary institutions, including the University of Bridgeport, the University of Connecticut, and Boston College.

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HIGH SCHOOL STUDENTS ADVANCEMENT PROGRAM (HSSAP)
Connecticut College
New London, Connecticut

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1989

Schools Served: High schools in Connecticut; New York; and Boston, Massachusetts.

Students Targeted: 9th grade minority students who are considered to be working below their potential.

Students Served Annually: More than 100 students.

Major Services: Summer academic program; counseling; tutoring/mentoring; college courses; follow-up through high school.

DESCRIPTION

The High School Students Advancement Program (HSSAP) is a high school/college collaborative program aimed at expanding the pool of minority teenagers who finish high school and attend college. It was inaugurated in July 1989 as a prototype to increase the number of disadvantaged students who graduate from high school and attend college. As an academic and social enrichment experience, it incorporated intensive college-level courses that are team taught by Connecticut College faculty and the students' teachers; seminars led by college administrators on social issues, career choices, preparing for and applying to college, and applying for financial aid; an enrichment workshop for high school teachers; and a strong follow-up program of reunions, mailings and mentoring during the students' remaining three years of high school.

With initial funding from the Ford, Xerox, Aetna, General Electric, and New York Times Foundations; Southern New England Telephone and Northeast Utilities; southeastern Connecticut businesses and professionals; and college alumni, this program successfully introduced 83 minority 10th-graders to the academic and social dimensions of college life in July 1989. With additional support from Citibank, the Jessie B. Cox Charitable Trust, Pfizer, Inc., General Dynamics, and the Heublein Foundation, it brought 92 at-risk students to campus in July 1990. Currently the annual budget is approximately $300,000.

The program brings approximately 90 students to campus for 3 weeks each July from high schools in New York City and White Plains, New York; Hartford, Meriden, Norwich and New London, Connecticut; and Boston. Ninth grade students who are not academically outstanding are selected to take one summer course which is taught at the college level. Students, in teams of six from each school, are matched to a course that is co-taught by a teacher from their school, other high school teachers, and a Connecticut College professor. The teachers will serve as mentors to their students for the remainder of the students' high school years.

During the three summer weeks at Connecticut College, the students' days are structured. Three hours each weekday are spent in class--a mixture of lecture, demonstrations, small group and whole class activities--and in 2-hour homework sessions each night. Time is allotted for students to participate in sports, swim, and socialize. Outside of the classroom, students are supervised by specially trained Connecticut College students who serve as counselors. The counselors act as big brothers and sisters who see that students are on time for class and other scheduled activities. Each counselor begins a three-year relationship with nine students. These relationships are reinforced through reunions at the college each year as well as through letters and visits during the student's remaining three years in high school.

The key factor to the program's success is the follow-up mentoring to the first summer's experience by the high school teachers and the Connecticut College students. The confidence-building and aspiration-raising that are so vital to succeeding in high school and college are the core experiences of the High School Students Advancement Program, as is the relationship with a confidant who has "been there" and can ease apprehensiveness about college life.

EVALUATION

With Ford Foundation funding, an evaluation of the program is in progress.

RECOGNITION

The program has been cited by the Institute of Electrical and Electronics Engineers for its innovative pre-college math/science offerings and by the American Association for Higher Education as an exemplary model of school/college collaboration.

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MULTICULTURAL STUDENT SERVICES CENTER
George Washington University
Washington, D.C.

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1968

Schools Served: D.C. public schools.

Students Targeted: Gifted minority middle school and high school students.

Students Served Annually: Approximately 100 high school students.

Major Services: College courses for high school students; tutoring; academic and career counseling; summer residence programs; mentoring; summer employment; and college tuition assistance.

DESCRIPTION

This Center on the GWU campus directs a number of academic preparation programs serving the youth of the D.C. public schools. Each program has its own funding sources (mostly grants from various foundations, and the university itself).

In 1968 the Black Student Union at George Washington University started an Educational Opportunity Program (EOP) to increase the number of African American students entering the university from the District of Columbia Public Schools and to provide them with a support network that would increase their retention and graduation rates. In partnership with the District of Columbia Public School System, academically talented students are recruited to attend George Washington University. EOP participants receive need-based tuition assistance, academic and peer counseling, and tutorial services.

In response to the changing demographics of the District of Columbia metropolitan area, George Washington University opened a Multicultural Student Services office, which expanded the Educational Opportunity Program to also address the needs of Asian American, Hispanic American, and Native American students. The Multicultural Student Services office also initiated a variety of precollege programs directed principally at students in the District of Columbia Public School System.

An important component of the EOP is the Precollege Review and Enrichment Program (PREP), an eight-week summer enrichment program. About fifty students participate in English, mathematics, computer literacy, and study skills enrichment classes during the first half of the program. During the second part of the program students take a three-credit college course. Throughout the program students receive college orientation, academic counseling, and leadership training. While PREP was originally designed for EOP grant recipients, any George Washington entering freshman and selected high school students may participate in PREP.

High school students in the High School College Internship Program (HI/SCIP) have the option of enrolling in PREP and gaining additional college credits while enrolled in high school. HI/SCIP is designed to provide academically talented seniors from the District of Columbia Public Schools with the opportunity to experience university life and to earn college credit while still enrolled in high school. Students can earn up to six credits a year by enrolling in freshman courses at local universities. Students apply in their junior year and are selected on the basis of grades, PSAT scores, and teacher recommendation. George Washington University, which entered the program in 1978, provides tuition and fees for approximately 21 students a year. Students participating in HI/SCIP at George Washington University can earn additional college credits by enrolling in PREP during the summer before their senior year.

Juniors can also apply to enroll in the Multicultural Math And Science Explorers (MMASE) Program. MMASE, funded by the Morris and Gwendolyn Cafritz Foundation, is a two-week summer residence program that offers District of Columbia metropolitan area students an opportunity to experience campus life and interact with university faculty, staff and students while receiving exposure to careers in science and mathematics. MMASE, started in 1990, selects up to 20 students each year based on grades, standardized test scores, essays, and science teacher recommendations.

Recognizing a need to extend precollege programs to younger students, the Multicultural Cultural Student Services Center started Program Three/Two in 1989. Program Three/Two is a 7-week summer component of the Junior High Intensive Care and School Involvement Program that was designed to encourage 9th grade students to want to attend college. Funded by the District of Columbia Public Schools and the U.S. Department of Education, Program Three/Two is an innovative approach to learning that combines three days of academic instruction and enrichment with two days of work experience on the campus of a local university.

EVALUATION

Each program at the Center maintains basic descriptive information. No evaluations are currently planned.

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CHICAGO AREA HEALTH AND MEDICAL CAREERS PROGRAM (CAHMCP)
Illinois Institute of Technology
Chicago, Illinois

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1980

Schools Served: Public and private schools throughout the Chicago area.

Students Targeted: High-achieving minority students.

Students Served Annually: 75 students enrolled at each grade level (7th-12th).

Major Services: Academic summer program; strengthened core curriculum in math and science; mentoring; SAT preparation; college credit.

DESCRIPTION

The Chicago Area Health and Medical Career Program (CAHMCP) consists of a pipeline of programs for promising, motivated minority students of various ages, serving students from public and private schools from the 6th grade until they graduate from professional school in a health-related field. The program targets high-ability minority students with an interest in pursuing a careers in health-related professions. Approximately 40 percent of students completing the Young Scientist program (7th-10th grade) go on to the Pre-college program, the next step in the pipeline.

Seven Chicago medical schools collaborate: Chicago College of Osteopathic Medicine, Loyola University of Chicago Stritch School of Medicine, Northwestern University Medical School, Rush Medical College and the University of Illinois College of Medicine, University of Chicago Pritzker School of Medicine, University of Health Sciences/Chicago Medical School.

CAHMCP was created in 1980 in an effort to increase the number of bright minority students accepted to and attending medical schools. CAHMCP is a joint effort among eight Chicago-area higher education institutions and is based at the Illinois Institute of Technology.

For elementary and secondary school students, CAHMCP provides several highly structured programs--the Young Scientist Program and the Pre-College Programs. The students participate in program activities at the campuses of the member postsecondary institutions. About 75 students are enrolled at each level from grade 7-12.

Young Scientist Program

The Young Scientist Program (YSP) is for minority students from grades six through nine who are nominated by their elementary and junior high schools. YSP accepts 60 percent males and 40 percent females into each entering class, to compensate for the high male attrition rate among students of this age group.

The Summer Program is the central component of YSP. Students attend the nonresidential Summer Program for 4 or 5 weeks, participating in chemistry, biology, and physics labs taught by medical and health professionals, medical students, high school teachers, and college professors. Sixth graders learn about acidity, bacteria, and other scientific concepts through concrete experiments. Seventh graders learn scientific writing and research methods. Eighth grade students explore architecture and graphic design. In the 9th grade session, students conclude their Young Scientist Program experience with energy physics. All years of the Summer Program focus on traditionally college-level subjects.

During the academic year, the YSP participants must participate in the Chicago-wide science fair competition. Preparation for this fair includes mentoring by medical and health professional students and the use of facilities at the seven collaborating medical schools. Fifty-four medical and health professional students (many of them former participants) serve as advisors and mentors and are compensated by the program. The rationale for mandatory science fair participation is the program's perception of a high correlation between performing well in science fair competition and going on to earn a doctorate in science or the health professions.

The Pre-College Programs

For high school sophomores and juniors, CAHMCP consists of a 6-week summer academic program that prepares them for entering college. Most of the program consists of instruction in SAT preparation by Stanley Kaplan Test Centers. One day a week, students hear presentations by representatives from different postsecondary institutions on college admissions. On these days, the students can also interview with the representatives. During the academic year, the Stanley Kaplan Test Centers conduct a course to refresh the students on the strategies and concepts learned during the summer.

For rising seniors, students take a course in college-level algebra, pre-calculus or calculus during the summer at a 4-year postsecondary institution. Upon successful completion of the course, students earn four semester hours of credit, which may be used toward a degree at the postsecondary institution or transferred to another institution. Students in this program must also complete a biology research project that they work on once a week with the help of professional or graduate school students.

The college years are busy ones for CAHMCP participants, most of whom enroll in Chicago-area colleges and universities. The program arranges academic and research placements, including volunteer and paid jobs in clinical or research settings. The nature of these opportunities varies widely and may span both the academic year and summers. The bottom line continues to be academic preparation for medical/professional school. Course performance is monitored, and special MCAT preparation courses are provided to help students prepare for the medical school entrance exam.

The CAHMCP has an annual budget of approximately $1.3 million which is funded by a variety of sources, including the Illinois state government, the federal government, and several private foundations.

EVALUATION

The program reports that about 40 percent of CAHMCP's Young Scientist Program graduates stay on to enter the Pre-College Programs. CAHMCP maintains follow-up data on all of them, however, calling on them later to serve as mentors to the program's youngest students.

Data gathered for all active students include precollege courses, grades, SAT scores, and college application and enrollment status. These data show that almost all (98 percent) of the students participating in CAHMCP during high school or before graduate from an undergraduate institution within five years of high school graduation. Of these students, over 80 percent go on for a graduate degree. Over the past 5 years, CAHMCP students have been among the top competitors in the city science fair, and have participated in the state, national, and international science competitions. Seven of 61 seniors in the program achieved standardized test scores that made them National Merit Scholarship finalists or semi-finalists in 1991. At the college level, medical school acceptance rates are high, and the program reports that subsequently, "not a single CAHMCP student has failed to complete medical school by reason of repeated failure on National Boards."

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EARLY OUTREACH PROGRAM
University of Illinois
Chicago, Illinois

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1980

Schools Served: 150 public, private, parochial local junior high and high schools.

Students Targeted: Minority 6th grade students who are generally on grade level.

Students Served Annually: 800 in 1991-92 (grades 7-postsecondary).

Major Services: Tutoring; counseling; strengthened core curricula for participants; financial aid; follow-up through graduate school; summer component; relevant job experience; parent involvement.

DESCRIPTION

In 1978, the University of Illinois, Chicago established the Urban Health Program to encourage junior and senior high minority students to pursue health professions. To increase the pool of qualified applicants for this program, Early Outreach was begun in 1980. In 1987, the Early Outreach program became a campus-wide effort, expanding the career focus to include all career fields. The control goal of Early Outreach is to help minority students, starting at grade 7, to select and follow through with a college preparatory course of study, to succeed in college and to make informed career choices.

Fourteen colleges and schools on the campus of the University of Illinois, Chicago help provide career counseling, academic classes and workshops for Early Outreach students. In addition, business provide college scholarships to successful graduates as well as jobs for the students.

Funding comes largely from the University of Illinois and the Chicago Public Schools, in addition to scholarship funds provided by Borg-Warner and Motorola.

Students are selected for Early Outreach on the basis of ability, talent, recommendations, and should be at or above grade level. Students in Early Outreach programs attend Saturday College--classes on campus at the University of Illinois at Chicago (UIC). Academics include specialized programming in mathematics, science, reading, and composition. The academic program, developed by University faculty, is designed to supplement and reinforce the students' home and school education.

Students enrolled in Early Outreach programs may identify a number of professions in which they are interested. Exposure to these professions, in the form of preceptorships and forums, are provided through collaboration with faculty and staff in UIC's 15 colleges and schools that groom students for a wide array of professions. Preceptorships are also available in hospitals, clinics, industry, and community and private agencies.

High school students may elect to do preceptorships at scheduled times during the academic year or at scheduled times over a six- to eight-week period during the summer.

Counseling for both the students and their parents is ongoing throughout the duration of their participation in Early Outreach. Counseling may focus on academic, college, career, or personal concerns.

The Early Outreach Parent Network, a not-for-profit organization formed by parents of Early Outreach students to address needs and concerns expressed by parents, also provides support for students and program staff. Parents of Early Outreach students are required to be involved.

Other components of Early Outreach include:

- **Summer Track**--an intensive summer math program for the 7th and 8th grade students. With program costs largely covered by donations from the Parents Network and the University Math Department, the student share of the fees is only $25.

- **High School/College Transition Program**--facilitates the transition of 12th graders into college. It assists students and their parents with the college applications process and financial aid forms; helps students to develop better communications skills, college survival skills, and money and stress management skills.

- **Gifted Summer Institute in Chemistry**--(sponsored in cooperation with the Department of Chemistry) introduces students to advanced quantitative laboratory tools including electronic laboratory instruments and the use of computers in the preparation of reports and the graphical presentation of data.

- **College Support Program**--students in this program are former participants in one or more of the above programs. Provides academic, personal, and career advisement; facilitates linkage of students with other Early Outreach students at their respective colleges; and links students desiring professional careers in health and other fields with urban health coordinators and advisers in UIC's colleges and schools.

EVALUATION

Data are maintained on all Early Outreach students, and evaluation information is included in the program's annual reports. Each major component of Early Outreach prepares its own annual report, a descriptive piece focusing on the component's goals and activities, in detail with retention/completion rates used to indicate success in achieving its stated goals.

For example, the 1990-91 annual report of the High School/College Transition Program, which enrolled 41 students who graduated high school in June 1991 states that "Of the following 41 June 1991 graduates, 39 will enter college in the fall" and lists the students and their colleges. Thus, published data on students concern retention and attrition, not grade point averages or standardized test scores.

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THE SCHOOL/COLLEGE PARTNERSHIP
Triton College
River Grove, Illinois

2-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1984

Schools Served: Six local secondary schools.

Students Targeted: Potential dropouts, language minority students, gifted and talented students.

Students Served Annually: Several hundred high school students.

Major Services: A summer bridge program; alternative high school programs; advanced placement courses; educational and career planning; and a 2+2 vocational program.

DESCRIPTION

The partnership seeks to address the academic needs of a variety of high school students and help them pursue a postsecondary education by allowing them access to several of Triton's programs and services while still in high school. Specifically, there are four groups of programs.

First, in order reduce the number of dropouts and assist those trying to re-enter high school, the partnership offers five programs: an elementary to secondary bridge program to assist students just entering high school; a secondary studies program and an English as a Second Language program to meet the needs of at-risk students; and finally, two alternative high school programs are available to meet the needs of those trying to re-enter and complete high school.

A second set of programs addresses the needs of gifted and talented students. An Advanced Placement program is offered to selected high school students, permitting them to take several college-level courses for credit while completing their senior year. In 1988, a Triton Scholars program was designed for academically successful students to assist them in making the transition from a 2-year college to a 4-year college or university.

The third type of program assists high school students in designing a plan for life beyond high school graduation. Students are surveyed in their junior and senior years to determine their educational and career plans. Counselors can then inform students about the services and resources available to them through Triton College that can help them achieve their goals. Services that Triton offers these students include use of the library, job placement services, and tutoring services.

Finally, in 1989 the Regional Vocational Articulation Project was developed to allow students wanting to pursue vocational careers the opportunity to take two years of vocational courses at the high school level and complete their training and certificates in two years at Triton College.

EVALUATION

A programwide evaluation is not currently available.

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THE FUTURE ACADEMIC SCHOLARS' TRACK (FAST) PROGRAM
Indiana University-Purdue University
Fort Wayne, Indiana

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1987

Schools Served: Secondary schools in the 4 school systems of the Fort Wayne area.

Students Targeted: Average-achieving minority students who show potential to succeed in college.

Students Served Annually: 117 students served in 1991-92 (6th-12th grade).

Major Services: Academic summer program; Saturday academic program; strengthening core curriculum; counseling; mentoring; parent involvement.

DESCRIPTION

The FAST program was started in 1987 in an effort to reach minorities who appeared to be inadequately served in the school system and to prepare and encourage them to pursue a postsecondary education. The program aims to increase the number of minorities who attend college, and starts with students at an early age to catch them at a formative stage in their lives. The program provides year-round services for students over a period of seven years.

The FAST program is targeted toward minority and at-risk students in the four school systems of the Fort Wayne area. The program is geared primarily toward average achieving students, although its policy is to include some high and some low achievers. Students are selected in the 6th grade and participate until they graduate from high school. In the 1991-92 school year, 117 students were served.

To participate, the students must obtain approval of their school principals along with written recommendations from their teachers in math, science and English. The program selects students who show potential to succeed but who may be average achieving students in school.

Throughout FAST's seven years, the students attend summer classes daily for 3 weeks and Saturday Academies twice a month during the school year. Every student's 7-year program is divided into three thematic phases.

1. The first phase centers on themes of self-awareness and investigating career and educational opportunities. It spans the first three summers (rising 6th through 9th graders). During phase one, students take blocks of specially-created courses in English, math and science. Each block of courses is called a track. Thus, for rising 6th graders, their first track of three courses takes place in the summer before 6th grade. In the fall of 6th grade, they take a second track of English, math and science courses. By the end of phase one, students will have taken 10 tracks of English, math and science.

2. Phase two centers on building specific skills, forming personal goals and applying to colleges. This phase encompasses 9th through 12th grade. During phase two, students continue taking progressively advanced FAST tracks of English, math and science. By the end of 12th grade, students will have taken 11 such blocks of courses.

3. The third phase spans the summer following high school graduation, to accustom students to college life.

The classes are instructed by university faculty and teachers in area schools. Along with their classes, the students attend one personal development seminar with an emphasis corresponding to the theme of the track and the phase. The seminars are led by masters' level counselors.

The program counselor, a FAST staff person, conducts home visits annually. During the home visits, the counselor talks with the parents, to identify students' strengths and weaknesses, to ascertain parents' opinions of FAST, and to assess the students' home environments. The counselor also conducts school visits, meeting with the teacher designated at each school to work with the FAST students. These visits occur at the end of each grading period; again, the purpose is to discuss the progress of each individual student.

The program also features "Student Ambassadors," college and high school students who serve as role models for the program participants. The Student Ambassadors are mentors and accompany the FAST participants to various events. To become a Student Ambassador, a student must be a high achiever, intend to pursue higher education, and receive a recommendation from his or her school. The Student Ambassadors receive training from FAST personnel and are volunteers.

Parents attend FAST sessions on parenting, computers, health, SAT and PSAT tests, and financial aid. They also volunteer for field trips and other activities. A parent advisory committee plans fundraisers and sends delegates to make presentations at community meetings or student orientations.

There is no cost to FAST participants, and transportation is provided. The program employs one full-time director, one full-time program counselor and a program administrator who is also the director of multi-cultural services at the university. FAST also employs 12 part-time instructors, and four part-time counselors who conduct the personal development seminars. The annual budget of about $160,000 is primarily funded by the university, the Eli Lilly Foundation, and the Foellinger Foundation.

EVALUATION

The program collects information on the students through both the home and school visits. Additionally, the program collects the students' grades and standardized test scores. Data gathered thus far have not been used for a formal evaluation.

RECOGNITION

The program received an exemplary program award from the American Association of Higher Education and has been recognized by the Indiana Youth Institute.

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THE JOHNS HOPKINS UNIVERSITY/DUNBAR HIGH SCHOOL HEALTH PROFESSIONS PROGRAM

The Johns Hopkins University
Baltimore, Maryland

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1985

Schools Served: Dunbar High School

Students Targeted: High achieving students with math and science aptitude.

Students Served Annually: About 140 students in grades 9-12.

Major Services: Strengthening core curriculum; summer sessions; study skills development; jobs in relevant career areas; counseling; tutoring; parent involvement; professional development for teachers.

DESCRIPTION

The Johns Hopkins/Dunbar High School Health Professions Program was initiated in 1985-86 in response to a national concern over the representation of minority students in the health professions. The program is designed to prepare minority high school students for access to higher education and careers in the health sciences by increasing the number of minority students who complete high school in enriched science and math environments.

The program commences with the Summer Scholar Program, which provides for the academic and cultural enrichment of students, faculty, and parents. Entering 9th grade students are initiated into the program through a six-week session that consists of courses in math and science, seminars in problem solving and study skills, health careers and health science orientation, and social and cultural activities. Continuing students have the opportunity to spend six weeks in a clinical or research setting working with health professionals at the National Institutes of Health, the Institute on Aging, the Hopkins School of Nursing, the School of Hygiene and Public Health, or the Department of Biology on campus. Parents participate in family-community workshops held twice weekly for parents, students, counselors, and mental health educators. Workshops cover topics ranging from career awareness through parent/school relations. Finally, faculty and staff from the high school, the university, the hospital, and the School of Public Health meet to develop the curriculum for the upcoming academic year.

Academic excellence is maintained through counseling, tutoring, and offering incentive awards. Academic and career counseling prepare students for the transition to college and career. The counseling staff maintain parental involvement in the educational process by hosting workshops for parents throughout the academic year. Students are further motivated to maintain high academic achievement since qualified seniors in college preparatory courses are selected to work in clinical and research facilities during the academic year.

The Hopkins/Dunbar program was initially funded in 1985-86 with a $100,000 planning budget. Seventy-five 8th graders were selected to be admitted to the 1986-87 freshman class and to participate in the first Summer Scholar Program. Fifty-one of these students entered the Hopkins/Dunbar program in their freshman year. Currently, the Hopkins/Dunbar program has an external budget of $250,000, in addition to funding from the City of Baltimore. The external budget is provided by the John Hopkins University Medical School and Hospital with matching funds from the Goldseker Foundation, the Kaiser Family Foundation, the Josiah Macy Foundation, and the Straus Foundation. Major categories of revenue expenditures include administration, equipment, instructional supplies, tutorial supplies, incentive awards, field trips, parent activities, and PSAT test fees.

EVALUATION

The annual evaluation and redesign of the curriculum ensure that students will develop in a rigorous academic environment that emphasizes math and science proficiency. According to the program, results have been very encouraging. Of the 51 students who entered the program in 1986-87, 49 graduated within four years, 37 remained in the program (some attrition was due to students moving out of the district), and 31 of the 37 students who remained in the program are attending college. The majority of these students are pre-med, biology, or biological engineering majors.

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CAREER BEGINNINGS
Brandeis University
Waltham, Massachusetts

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1986

Schools Served: National network including 17 colleges in 10 states.

Students Targeted: Disadvantaged high school students who may be underachieving.

Students Served Annually: Approximately 12,000 11th-12th graders nationwide.

Major Services: Mentoring/tutoring; counseling; assistance with forms and resumes.

DESCRIPTION

Career Beginnings is offered as a network operating at 17 colleges in 10 states in 1991-92--including California, Connecticut, Tennessee, Illinois, Ohio, Mississippi, Iowa, Indiana, Massachusetts, and Florida. It serves 12,000 high school students with average grades who are underachieving but not at risk of dropping out--to help them recognize their educational and career potential. The students come from generally disadvantaged backgrounds. Most are minority students (65 percent black, 18 percent Hispanic, and 8 percent Asian); over 50 percent are from single parent families; most are low-income.

Career Beginnings, a national initiative launched in 1986, aims to increase the number of high school juniors from low-income families who complete high school and enter college, technical training, or full-time employment. As of this year, the program is serving its sixth cohort of students and their mentors.

Career Beginnings operates in 17 colleges and universities as of 1991-92, with up to 100 students served per college. Career Beginnings matches each student with a mentor from the local business or professional community, to tutor and counsel the student. Mentors are trained and supported to help their students with academic tutoring, career planning, applying to college, and understanding the professional work environment.

In addition to having a mentor, students attend workshops on career planning; tutoring in basic academic skills such as reading, writing, and mathematics; money management; college financial aid programs; and resume writing. Career Beginnings typically enrolls students for about 19 months, from the beginning of their junior year through graduation. The program is sponsored nationally by foundations and corporations.

EVALUATION

Descriptive and evaluative information is maintained by each institution involved as well as by Brandeis. Outcome data reflect the program's practice of following each student's path through high school and on through the first year of college. The program reports that nationally, in its first five years, over 90 percent of participating students completed Career Beginnings and graduated from high school; over 70 percent go on to college; and over 90 percent of these have completed their first year of college.

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PRE-COLLEGE ACADEMIC PROGRAM (PRE-CAP)
Saint Peter's College
Jersey City, New Jersey

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1986

Schools Served: One urban high school in Jersey City; other secondary and feeder schools.

Students Targeted: Middle-or-high achieving disadvantaged minority students.

Students Served Annually: 125 students from 8th through 12th grade.

Major Services: Academic summer program; Saturday academic program; SAT preparation; tutoring; counseling; parent involvement.

DESCRIPTION

The Pre-CAP program, started in 1986, is geared toward improving the academic preparation of disadvantaged students, encouraging them to graduate from high school and pursue a postsecondary education. The program has two primary components: an academic year program and a six-week non-residential summer program. Pre-CAP students attend classes, seminars and activities at the campus of Saint Peter's College.

Pre-CAP primarily serves students from Lincoln High School, an urban school with a 50 percent dropout rate in a distressed area of Jersey City. The students selected from Lincoln High School are those enrolled in the English and mathematics magnet program at the school. In 1991-92, a total of 90 students from grade 9 through 12 from Lincoln High School were served. Ten students from other Jersey City public and parochial schools as well as 25 eighth-grade students from elementary schools who are in the Lincoln High School feeder pattern also participate in the program. The students may join the program at any time, but most join by the time they are sophomores.

To be selected for the program, students from Lincoln High School must submit applications to be reviewed by the school's administrators. Students from other schools apply directly to the Pre-CAP program. Students' standardized test scores, academic achievement, and teacher recommendations are reviewed. The students selected are those who are in the middle achievement range and above, who exhibit potential to succeed, and who are willing to undertake the extra work that the program requires.

Academic courses offered during both the summer and the academic year vary from term to term and summer to summer and include such subjects as: mathematics, English, science, SAT preparation, sociology, African-American Literature, and Latin. The courses offered reflect particular needs voiced by school administrators. For instance, if a deficit in a certain subject in the high school were identified, the program would add a course in that subject to enhance the efforts of the school. The curriculum is set by the program administrators; however, the teachers may develop their own ways of teaching the subjects.

The program meets with the teachers for one full day each year to discuss the curriculum. Instructors of the academic courses are Saint Peter's College faculty, staff from the school system, and community members.

The students take four courses for six weeks in the summer, choosing them according to their interests. The courses offered vary from summer to summer and from grade level to grade level. The program participants also have enrichment activities, such as trips, as well as sports and workshops on creative writing, jazz and other topics.

During the academic year, the students attend 20 3-hour Saturday sessions at the university, choosing two courses. One fall course for seniors is a required seminar providing them assistance with college applications. Similarly, juniors have a required seminar which initiates them to the college preparation process. In addition to the courses, the students participate in a seminar on contemporary issues, the subject of which varies each semester. Throughout the academic year, the students also participate in after-school leadership development seminars, clubs, and trips.

Tutoring is offered to the students as the need arises. If students exhibit a special need, Pre-CAP will set up an after-school program of tutoring by college students and/or other high school students.

Four counselors -- who may be college faculty, college students, and public school staff -- provide counseling to the students. During the summer, the students have individual meetings with counselors to discuss career goals or other topics. Additionally, the program has a peer counseling class in which the program's counselors train students to be role models to the other students.

Parent involvement is a component of Pre-CAP. Special activities and workshops on topics such as the college selection process and financial aid are offered for the parents of Pre-CAP participants. They are also encouraged to participate, along with their children, in enrichment activities of the program.

Students pay nothing to participate in the program, although transportation to campus is not provided. The program's annual budget of $140,000 is funded primarily by the New Jersey Department of Higher Education and Saint Peter's College; however, several private foundations also contribute to the program. In the summer, the program employs approximately 35 paid staff. Approximately 20 are instructors and the remaining staff is composed of counselors, support staff, and student assistants.

The Pre-CAP program is one of 20 programs included in the New Jersey Department of Higher Education's College Bound Programs taking place in 11 cities in New Jersey. All College Bound programs focus on increasing the number of students from urban settings and/or minority backgrounds who graduate from high school, helping them achieve greater academic success, encouraging them to consider college, and helping them enter and continue through college. All of the programs are set at universities and have non-academic as well as academic elements. The academic elements of these programs are focused on science, mathematics, and technology. Although the programs vary on specific characteristics, most have a summer academic program, an academic component through the school year, counseling, tutoring, career and cultural activities, role models, and parent activities.

EVALUATION

Pre-CAP collects data on the students' grades throughout high school, their standardized test scores, and the colleges they attend.

State evaluations of the program are conducted periodically. Preliminary findings of a state-performed evaluation, currently in progress, show positive results of the program in areas such as student and teacher attitudes toward the program and the rate of program graduates pursuing a post-secondary education.

Since the program's inception, Pre-CAP reports an approximate average retention rate of 80 percent. Each year, between 90 and 95 percent of Pre-CAP enroll in college, about 15 percent of whom attend Saint Peter's College.

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COLLEGE NOW
Kingsborough Community College
Brooklyn, New York

2-Year Public Institution

PROGRAM HIGHLIGHTS

Year Began: 1984-85

Schools Served: 17 high schools in 3 local districts.

Students Targeted: Moderately achieving high school seniors.

Students Served Annually: 2,502 in fall 1991.

Major Services: Testing and assessment; remedial courses; college-level courses; counseling; followup through college.

DESCRIPTION

Established in 1984-85, College Now is designed to reach moderately achieving high school seniors in local high schools and allow them the opportunity to earn college credit and improve their overall preparedness for postsecondary education. In particular, College Now wants to reach students with grade averages between 65 and 85 percent. Though the program is designed to attract this type of student, it is open to all seniors at the school and, in general, 15 to 25 percent of the senior class in each high school registers for the program. Since 1984-85, the program has grown considerably from serving 500 students in 4 high schools to serving 2,502 students in 17 high schools by fall 1991.

Most school-college partnerships focus their attention on providing services and assistance to either high-achieving or high-risk students. As a result, there is a large pool of moderately achieving students who may have college potential but are lacking services and assistance to better prepare them academically and emotionally for postsecondary education. In response to this awareness, Kingsborough Community College developed the College Now Program.

Seniors interested in participating in the program must first be tested to determine their ability to manage college-level coursework. Students complete the City University of New York (CUNY) Freshman Skills Assessment (FSA) test, which assesses reading, writing, and mathematic abilities. If a student successfully passes the FSA, he may take one freshman-level undergraduate course and, upon successful completion, earn three college credits. Courses are taught by specially trained high school teachers who are periodically reviewed by college staff to ensure that collegiate standards are being met. Students who do not meet a minimum standard on the FSA must take non-credit developmental courses that focus on building basic academic skills in writing and mathematics. Students who complete these courses retake the FSA and may gain entry into a credit course in the spring. In addition to the three-credit courses, College Now offers one-credit orientation courses designed to familiarize students with a college environment. These courses offer a variety of services ranging from how to select an appropriate college to financial planning.

Initial funding came from CUNY and the New York City Board of Education. Current funds are allotted from the New York State Legislature and are channeled through CUNY.

EVALUATION

Over its lifetime, the program has been evaluated numerous times, both by program administrators and independent firms. In all cases, outcome results confirm that this approach is meeting the needs of its target population. In particular, reports from students indicate that their understanding of college requirements and expectations improved and, overall, they felt better prepared for a college education. Students involved in the developmental courses significantly improved their basic academic skills. A 50 percent improvement in reading, a 60 percent improvement in writing, and a 95 percent improvement in math abilities was reported. For these students this means that they are able to avoid costly remedial courses in college and can instead enroll in more challenging, credit-bearing college courses. Furthermore, results of a longitudinal study reveal that the program continues to have positive outcome effects into college. Former College Now participants who entered the CUNY system earned more credits during their first year and had higher retention rates into the second year than a comparison group of CUNY students.

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LIBERTY PARTNERSHIP PROGRAM
Onondaga Community College
Syracuse, New York

2-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1989

Schools Served: Three local high schools.

Students Targeted: Students at risk of not pursuing college or failing to complete high school.

Students Served Annually: Approximately 400 students in grades 9-12.

Major Services: Tutoring/mentoring; counseling; financial aid; professional development for teachers; and parent involvement.

DESCRIPTION

The Liberty Partnership Program provides services to 400 students at three Syracuse area high schools: Corcoran, Fowler and Lafayette High Schools. The program components are adjusted to fit the needs of the individual schools. At Fowler and Corcoran High Schools in the Syracuse School District, the program participants are mostly urban African-American students and primarily need assistance with academic reinforcement and career planning. At Lafayette High School, in the Lafayette School District outside of Syracuse, the program participants are all Native Americans from the Onondaga Nation School and primarily need assistance with cultural adjustment.

Students in grades 9-12 are referred into the program by school administrators and guidance counselors. Selection criteria include at-risk indicators such as truancy, behavioral and discipline problems, learning disabilities, poverty, economic disadvantage, and single and/or young parents.

The Liberty Partnership Program is a cooperative effort that allows three Syracuse area high schools to utilize resources provided by the Onondaga Community College to encourage at-risk students to complete their education. This program was initiated by the New York State Legislature amid concerns that the high dropout rate of low-income students prevents their full participation in the Liberty Scholarship Program, which provides scholarships for non-tuition expenses associated with attending college. The Liberty Program recognizes that there are many factors that contribute to students being at-risk and draws on resources from Onondaga Community College, the school districts, and the community to address each factor.

The Liberty Partnership Program is funded by the New York State Department of Education and has a budget of $300,000. The present fiscal crisis in New York state will prevent the program from expanding its service next year. It will have to service the same number of students with a reduced budget of $230,000. Fiscal constraints delayed the commencement of the summer program at the Onondaga

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Nation school. This program was to address the severe cultural alienation experienced by Onondaga Nation students when they graduate from the 8th grade and leave the Onondaga Nation to attend high school.

The Liberty Program staff of two administrators, one secretary and 30 student advocacy/resource workers coordinate resources to provide students with a comprehensive academic support program. The program components include academic support, career exploration, parental empowerment and community involvement.

The student advocacy/resource workers are based in the high schools and provide academic support. They counsel and tutor students, liaison with parents, serve as advocates with social service agencies, link students with local employment opportunities, and serve as surrogate parents to students from dysfunctional families. Students in the program are assigned to teams of teachers who work closely with the resource workers to improve the academic performance and attendance of students. This close working relationship is fostered through the weekend team-building seminars that individual schools host for students, teachers, and resource workers.

Onondaga Community College provides staff development resources to district teachers. These resources include courses on conflict resolution, mediation training, and literacy volunteer training. The college staff also conducts surveys eliciting responses from teachers and principals to assist the program director in improving services to students. The college counseling department provides workshops on study skills and career exploration to students in the program. Students also have the opportunity to participate in presentations given by the faculty in areas of curricular or vocational interests.

Parent training seminars are held three times a year on topics selected by parents. Recent topics have included "Disciplining Teenagers" and "Raising the Self-respect of Students." These seminars are part of the Parent Education Empowerment Program which assists parents in understanding the educational issues that affect their children. Parents are provided with referrals to adult education and literacy programs.

Members of the community are invited to participate in the mentor and the male-responsibility programs. Successful men and women from the community volunteer to spend at least one day a week with students and assist them in setting and achieving career goals. Professional black men in the community volunteer to serve as role models and assist young men in understanding and fulfilling their social responsibilities.

The Liberty Partnership Program is an example of a comprehensive academic support program. It marshals resources from the school districts, the community, and the community college to address the factors that contribute low academic performance and high dropout rates. The individual attention provided by the resource workers, the team of teachers, and mentors from the community is intended students to develop the self-respect that is essential to personnel and educational growth. The resources at Onondaga Community College provide students with the opportunity to explore career and educational options.

This Liberty Partnership is one of 53 such programs based in 2- and 4-year colleges throughout the state. They are state-funded on 3-year cycles and supplemented with local college resources.

EVALUATION

The program is evaluated annually by New York state monitors, district administrators, and school principals. The program has reportedly been successful and resulted in higher attendance, improved academic performance, and lower dropout rates. The students have responded favorably to the program. The attachment of students to the program was revealed during the spring of 1991, when over 100 students reportedly wrote to their state representatives to lobby for continued funding of the program.

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MIDDLE COLLEGE HIGH SCHOOL
LaGuardia Community College
Long Island City, New York

2-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1974

Schools Served: Several local high schools.

Students Targeted: At-risk 9th-12th graders.

Students Served Annually: 500.

Major Services: School restructuring; outreach; parent involvement; job/career experience; counseling; professional development for teachers.

DESCRIPTION

Middle College High School was founded in 1974 to meet the special needs of potential dropouts. While the Carnegie Foundation and the Fund for the Improvement of Postsecondary Education provided funding during the planning stage, current operating costs are borne by tax levy funds from the New York City Board of Education and the State Board of Higher Education.

Approximately 500 at-risk 9th-12th graders from seven local secondary schools are enrolled in Middle College High School. Prospective students must meet the following criteria in order to be eligible for admission: a high rate of absenteeism (20 or more days); three or more subject area failures; identified social and emotional problems stemming from the home environment; and evidence of potential, which is believed to be present in all students.

A founding assumption of the school was that students who feel a sense of belonging in the school community have a special stake in meeting the expectations of teachers and counselors. One way in which a sense of belonging is fostered is through the structure of the school. The school's maximum enrollment of 500 students is divided into three families, each having 170 students, a guidance counselor, and a family worker. In order to promote stability and continuity, a student stays in the same house for 3 years. The house teacher helps the students develop an individual program based on graduation requirements and personal needs. The counselors operate group counseling sessions to enable students to share their concerns with their peers. A parent support group, which developed from the student counseling program, meets bi-weekly to gain strategies for dealing with difficult teenagers.

There is an academic program and a career/education internship program. The academic program, which follows New York City Board of Education and New York State curriculum requirements, includes courses in English, social studies, mathematics, science, music/art, language, and physical education. Students are required to pass competency tests in reading, math, and writing and citywide exams in English and social studies.

EVALUATION

The success of Middle College High School is indicated by the following program measures:

- The 1986 dropout rate was 5.8 percent, citywide it was 40 percent;
- In 1982, an average of 11 students were suspended, compared to a citywide average of 84;
- Competency test scores in reading and math reflect the success of the program;
- Average daily attendance for Middle College High School, averaged from 1978-79 to 1984-85, is 81 percent, compared to a citywide figure of 69 percent; and
- More than 90 percent of the senior class graduate, and more than 85 percent of those who graduate go on to higher education. (About 50 percent of the latter group attended LaGuardia).

Follow-up monitoring of students who graduate is conducted to determine the school's effect on college and work experiences. In addition, an evaluation by the Graduate School of Education of the University of Pennsylvania (September 1991) showed Middle College students performing better than peers who applied but did not attend Middle College.

Middle College faculty come from regularly licensed Board of Education qualified lists. Out of a staff of 32, 30 hold master's degrees and 10 are enrolled in doctoral programs. The average length of time employed at Middle College is five years.

RECOGNITION

Middle College has received major national citations: The Carnegie Foundation for the Advancement of Teaching (*High School: A Report on Secondary Education in America, 1983*), The National Commission on Excellence in Education (*A Nation at Risk: The Imperative for Educational Reform, 1983*), The Council for the Advancement and Support of Education (CASE Award) and the Rockefeller Foundation (*Review of Interventions in the Field of Prevention of Adolescent Pregnancy, 1983*) have recognized the excellence of Middle College. Newsday selected Middle College as the High School of the Year for Community Service (1983).

The City University of New York (CUNY) has encouraged other units in the CUNY system to replicate Middle College, and the governor in a "Message to the Legislature" of 1985 indicated specific support for new middle colleges. Two other Middle College High Schools are operating in California, at Contra Costa College in San Pablo and at Los Angeles Southwest College.

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QUEENS COLLEGE/LOUIS ARMSTRONG MIDDLE SCHOOL COLLABORATION

Queens College
Flushing, New York

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1979

Schools Served: One local middle school.

Students Targeted: Urban 5th-8th graders.

Students Served Annually: Approximately 1,300 (entire school enrollment).

Major Services: School restructuring; strengthening core curriculum; continuing education for teachers; tutoring/mentoring; parent involvement.

DESCRIPTION

A collaboration between the Center for the Improvement of Education at Queens College and the Louis Armstrong Middle School began in 1979. Staff at the Center believe that the period of early adolescence is the most critical time in the development of children. Many key decisions about their educational future are made by students during these years. For those who go on to college, choices are made about areas in which they will major, what competencies they believe they possess, and how successful they feel they can be. For others, decisions are being made about dropping out of school. For these and other reasons, the middle school years became the focus of this program.

The following were some of the concerns that were recognized as the collaboration was formed:

- a need to reverse a 40-year trend from school centralization to decentralization;
- a need to emphasize a sense of community;
- a need to tend to the whole human personality (i.e., intellectual, social, emotional, and psychological needs);
- development of a teacher advisory system that puts young people in touch with adult role models;
- a need to give teachers increased authority and control over the chief elements of instruction;
- a need to deal with the isolation of both the student and the teacher; and
- development of small-group structures to provide the continuity that students need.

Louis Armstrong Middle School serves approximately 1,300 students in grades 5-8. Direct services to students include math and science curriculum innovations, tutoring, arts and music enrichment activities.

Staff from the Center conduct experimental projects, collect and analyze data on the creative, intellectual, emotional and physical growth of the pre-adolescent and early adolescent children in order to seek ways to improve instruction in the middle grades. A central part of this collaboration has been the cooperation with Louis Armstrong Middle School staff in the training of new teachers. Graduate interns from Queens College have acquired teaching skills while working at least three days a week at the school. From 1979 to 1989, a total of 97 interns participated in the training program. At least six former interns are now teaching at the school; most of the others are teaching in other schools in New York City. In turn, school faculty have taught at the college as adjunct professors.

In addition to school and college personnel working reciprocally, the institutions have shared facilities and program-development activities. The school uses the college library, gymnasium, swimming pool, and auditorium, and the environmental center at Caumsett on Long Island.

Louis Armstrong has made steps to stop grouping students according to their I.Q.s and their accomplishments within a narrow band of academic subject matter. Instead they are attempting to make instruction more personal, invite more child participation, and stress the interdependence of the affective and cognitive domains.

During 1987-88, the school was reorganized into subschools or "houses." This reorganization has enabled teachers to work as teams. They are beginning to use flexible scheduling; some of the teams are developing interdisciplinary study; others are reconsidering curriculum design. There is greater focus on cultural diversity.

EVALUATION

While data are collected by the Center and much descriptive material is produced, an evaluation of this collaboration has not been conducted.

RECOGNITION

The Center for Improvement of Education at Queens College has been cited as a model program by the Carnegie Foundation. Louis Armstrong was selected as one of only 25 middle schools in the nation (and the only urban middle school) to participate in a 3-year Future Planning Consortium sponsored by the Association for Supervision and Curriculum Development.

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SCIENCE AND TECHNOLOGY ENTRY PROGRAM (STEP) NEW PALTZ
State University of New York (SUNY)
New Paltz, New York

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1987

Schools Served: 8 junior and senior high schools in the mid-Hudson Valley region.

Students Targeted: 9th-12th grade minority/low-income students talented in math and science.

Students Served Annually: Approximately 115 9th-12th grade students.

Major Services: Defining academic standards; outreach; tutoring; counseling; core instruction in math and science on Saturdays.

DESCRIPTION

Having established that relatively few minority young people seek and enter science, math, engineering and related high-technology fields, STEP was established in 1987. The program serves minority and low-income high school students from the mid-Hudson region who are on or above grade level in math and science. STEP's purpose is to encourage these students to study math and science in high school and to motivate them to commit themselves to a special program of math, science and enrichment activities. The goal of the program is to have these students enter college with a designated science-related major.

Guided by an instructional team of college and high school math teachers, STEP uses SUNY resources to provide on-campus instruction and off-campus site visits for participants over a period of six Saturdays during the academic year. During the summer, enrichment courses are offered to 9th, 10th and 11th graders in a 3-week residential program. The 1990-91 STEP, however, did not have a summer component. It is being planned for 1992, subject to sufficient resources. During the year, tutors and counselors are available to STEP students.

The program is state-funded as a Structured Educational Support Program. Expenditures for academic year 1990-91 totaled about $70,000.

EVALUATION

For funding purposes, STEP prepares a detailed annual report including descriptive information on each student (academic record, SAT, STEP attendance, etc.), follow-up information on postsecondary enrollment, STEP activities, staffing and budget information. Evaluations of key components of the program are conducted with students and program staff. Example of evaluation results for 1990-91: "105 students attempted honors, regents, or advanced placement mathematics courses with a passing rate of over

80 percent. Ninety-one students attempted honors, regents, or advanced placement science courses with a passing rate of over 79 percent. Overall, 100 of the 113 students (89 percent) achieved a passing secondary school average."

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SUNY'S BEST ACADEMIC ALLIANCE
State University of New York

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1990-91

Schools Served: Five New York City inner city high schools.

Students Targeted: Minority students in grades 9-12.

Students Served Annually: Approximately 200.

Major Services: Strengthening academic standards; assistance with application forms; parent involvement; continuing education for teachers; counseling; mentoring.

DESCRIPTION

This alliance was formed to enable SUNY to become involved with inner city schools, each participating campus collaborating with one inner-city high school.

The following branches of SUNY are participating in the Alliance: Brockport, Geneseo, Morrisville, New Paltz, and Oneonta. With the exception of Morrisville, a 2-year public institution, the branches are 4-year public institutions.

The SUNY's Best Academic Alliance is a collaboration among five individual residential campuses of the State University of New York and five individual New York City public inner-city high schools. Students in grades 9 through 12 are served. At least 85 percent of the students are from underrepresented groups such as African-American, Asian-American, Latinos, and Caribbean. Many are from single parent families and fall below the poverty level.

The Alliance, which became operational in its current form during the 1990-91 academic year, is cooperatively funded by SUNY Central Administration, United University Professions (SUNY's professional faculty union) and the participating campuses.

The Alliance's goals are:

- to familiarize inner-city high school students, their parents, teachers, and counselors with college professors, college campuses and college students throughout their four years of high school;
- to clarify what is expected academically to enter and succeed at SUNY;
- to create a vehicle through which SUNY resources can be shared with NYC public schools on a continuing basis; and
- to develop a cost-effective national model for inner-city student recruitment that will yield properly matched students for college.

High school faculty visit university faculty, and together the academic standards for high school courses are clarified. Direct services to high school students are being developed, with counseling of students by SUNY staff being a key initial service. Students make visits to their collaborating SUNY campus. SUNY faculty serve as guest teachers in high school classes.

The Alliance is cooperatively funded by SUNY Central Administration, United University Professions (SUNY's professional faculty union) and the participating campuses. Grants to campuses were made from a central pool of $55,000. Campuses have allocated an additional $5,000 to $7,000, and a host of in-kind services, including faculty salaries, campus housing and administrative support. In addition, enrolled students from Alliance high schools receive priority consideration for scholarships. The University is aggressively pursuing outside funding in order to increase the dollar amount of campus grants, expand the number of alliances, the number of students served, and also to enhance services provided to the high schools. There are no salaried staff members working for the Alliance, and all professionals associated with the Alliance are employed by their respective institutions in other capacities. The Alliance is operated at no cost to the New York City high schools.

EVALUATION

The total number of students admitted from the collaborating high schools to the participating campuses; the number of enrollees; and eventually the number who earn a college degree are among the basic measures being planned for future evaluation. The Alliance is collecting the following data: name, gender, ethnic identification, high school, places of college application, admission decisions, college of enrollment, and intended major.

In addition, data on semester-by-semester enrollment, cumulative average, actual major, completed credits, and date of graduation, withdrawal, or transfer will be collected. On the basis of these data, evaluations will be possible.

One of the most selective Alliance campuses has reported some early indications of success. During 1989-90 this campus had fewer than 25 applications and 8 acceptances from their collaborative school. In 1990-91 it received 101 applications and offered 67 acceptances.

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LOVE OF LEARNING PROGRAM
Davidson College
Davidson, North Carolina

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1987

Schools Served: 21 secondary schools in the Charlotte-Mecklenburg school system.

Students Targeted: Would-be first generation college students with difficult economic circumstances; all achievement levels.

Students Served Annually: 30 students in each grade level from 9th-12th grade.

Major Services: Academic summer program; academic-year activities; school/teacher involvement; peer counseling; parent involvement.

DESCRIPTION

The Love of Learning Program serves black secondary school students from the Charlotte-Mecklenburg school system in North Carolina. The students are chosen in the 8th grade from the 21 secondary schools in the school system to participate in this five-year program. Selection preference is given to students who will be first-generation college students or who have family circumstances that may make attending college difficult (e.g., single-parent families).

Begun in 1987, the main goal of the Love of Learning program is to increase the number of black students who pursue and achieve success in higher education. The program is geared toward improvement of English and mathematics skills, development of skills in science and test-taking, and personal development. The program focuses on the whole student, preparing the students intellectually, spiritually and physically for college. Students participate for five years starting the summer after they complete 8th grade. Love of Learning contains several components, a key component being a residential summer program for rising 10th, 11th and 12th graders.

Students in the middle achievement range are targeted, but the program ensures that higher and lower achieving students are also admitted. Thirty students are admitted for each class; 20 of them represent the middle achievement range of their classes, scoring at or above the 85th percentile on at least one of the sections of the California Achievement Test (CAT) and earning academic grades in the A through C range. Five students in each class are high achievers and five students are lower achievers.

The first summer, rising 9th graders become acquainted with the program. They do not stay on campus, but they sample the classes they will be taking the following summers when they will be living on campus. Additionally, they participate in the first Saturday of orientation events for the rising 10th, 11th, and 12th graders.

During the second, third, and fourth summers, the students attend a residential, 4-week summer program. They live on the campus of Davidson College and attend academic courses and seminars. From 8:00 a.m. to 8:30 p.m., the students take classes and seminars taught by faculty from the Charlotte-Mecklenburg school system, other secondary schools, and area colleges, including Davidson. The students take three academic classes in math, English and science. These classes are previews of the subject matter they will have in the following academic year. In addition to the academic classes, the students attend seminars in wellness/health, physical education, test-taking, leadership, and spiritual development. The students also attend study halls throughout the day.

During the summer program for the rising 10th, 11th, and 12th graders, the students have peer counselors who guide them through orientation, provide counseling and tutoring, assist teachers in the classroom, supervise study halls, organize weekend activities, and are the primary supervisors of students during the evenings. The peer counselors are Davidson College students or other college students who are Love of Learning graduates.

For the final summer of the program, the rising college freshman do not live on campus, but they attend seminars on college life. They are also encouraged to find themselves internships with local businesses.

Throughout the high school years, the Love of Learning students meet at least twice a month for workshops and other educational and cultural events.

Parents are also involved in the program throughout the five-year span. Parents of new students meet for a workshop in April to acquaint themselves with the program and other parents. At this workshop, the parents form committees to assist the program in activities such as fundraising. Additionally, parents are required to take a minimum of one class per quarter. Classes concentrate on such subjects as developmental psychology and communications. Parents' suggestions guide the subjects that are offered.

The Love of Learning Program also offers workshops for guidance counselors, teachers and administrators from the students' secondary schools. These workshops emphasize the special needs of minority students in the public schools.

The program is staffed by two permanent employees, the director and an administrative assistant, who work for the program year-round. During the summer, the staff also consists of 25 teachers who teach the academic courses and 19 college students who serve as peer counselors. All of the staff members are compensated for their work.

Funding for the program is provided by Coca-Cola Charlotte, Southern Bell, the Bryan Family Foundation, Barnhardt Manufacturing Company, Howard Hughes Medical Institute, the Jesse Ball DuPont Fund, GTE Corporation, the Mary Norris Preyer Fund, and the Knight Foundation. The development office at Davidson College conducts all of the fundraising for this program.

The success of the Love of Learning program stimulated the creation of a consortium of universities called Leadership South. The consortium was created and is currently based at Davidson College. Two of the universities in the consortium--Washington and Lee University in Lexington, VA

and the University of the South in Sewanee, TN--have created programs based on the Love of Learning model.

EVALUATION

The program reports that, of the first class of 29 students graduating from high school in 1991, all 29 enrolled in college, three of them at Davidson College.

Several types of information are collected on the Love of Learning participants. The students sign consent forms which allow their future colleges and universities to release their college transcripts to the program. Additionally, the students' high school grades are collected throughout their participation in the program. Throughout the program, a standardized assessment of self-esteem is administered to the program participants, and the results are recorded by the program. Although this information is collected, no formal analysis has been conducted to date.

The Love of Learning Program is currently under evaluation by the Center for Assessment and Policy Development in Bala Cynwyd, PA. The evaluation is funded by a grant from the Jesse Ball DuPont Fund.

RECOGNITION

The Love of Learning Program was recognized in a 1990 article in *Time* magazine as well as in a series of articles in the Charlotte Observer in 1987. Additionally, the program received a Merck Innovation Award in undergraduate science education. The Love of Learning program was one of 10 programs across the nation to receive that award.

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THE COMMUNITY COLLEGE PREPARATION PROGRAM
Columbus State Community College
Columbus, Ohio

2-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1987

Schools Served: Two high schools in Columbus, Ohio.

Students Targeted: 9th-12th grade students who are able but disinterested in pursuing any kind of postsecondary education; minority, Appalachian-descent and economically disadvantaged students are especially targeted.

Students Served Annually: 120 students in 1991-92.

Major Services: Strengthened core college-preparatory curriculum; professional development for teachers; counseling; help with forms; financial aid.

DESCRIPTION

Columbus State Community College (CSCC) recognized that a great many academically able high school students, especially those of minority or Appalachian descent and economically disadvantaged students, rule out college as an option in their futures. In 1987, in an effort to counter this trend, the community college and West High school collaborated to form the Community College Preparation Program (CCPP), and in 1991, East High School also implemented the program. As of 1991-92, CCPP served about 120 students in East and West High Schools.

CCPP is a pipeline program of academic preparation for selected students from 9th through 12th grade. The goals of CCPP are to reach out to able but disinterested students and assist them as follows:

- Provide them with an integrated, enriched college-preparatory high school curriculum.
- Ensure that they get the strong foundation in math and science that they need to enter and succeed in college and the world of work.
- Encourage and assist them to think ahead, aim high, and apply to college.

The program began in 1987 when 4 West High School teachers and 30 high school freshmen were solicited to participate. A grant developed by Columbus State enabled the West High teachers to work part of that summer at the college to integrate their curricula and prepare for team teaching of a new core curriculum that would be the mainstay of CCPP. This college preparatory curriculum would be more targeted to those entering 2-year institutions than the traditional college preparatory curriculum; yet it was designed to be highly challenging. Teachers received a stipend for the curriculum development work. Community college staff served as curriculum consultants and continue to do so, fulfilling an important voluntary community service role.

Student selection for CCPP is not applicant-initiated but school-initiated; teachers recommend students who are moderate achievers but need extra motivation and support to pursue a college education. Selection criteria include grades, test scores, attendance, and recommendations. Once accepted, students stay together throughout the high school years, taking the team-taught integrated curriculum, helping each other through their own study groups and peer tutoring.

CCPP begins in grade 9 and involves a 3-year sequence of integrated academics followed by a special senior seminar in grade 12. A crucial element is curriculum integration. In grades 9-11, CCPP teachers deliver a team-taught, applied science and math curriculum. The social studies and English teachers do the same. Columbus State and its faculty provide enrichment opportunities and curriculum consultation.

In grades 9-11, the integrated CCPP science and math classes meet together for a 2-period block. Math problems relate to the science being studied, and science lessons use math concepts just learned. In the social studies/English integration, readings, writing assignments, and discussions parallel each other and add a new dimension to the students' grasp and appreciation of the subjects. Grades 9-11 also integrate specific career exploration and planning experiences, a number of which are delivered on the Columbus State campus.

In grade 12, the students participate in a CCPP senior seminar, which teaches college success skills (e.g., study skills, time management, etc.), helps seniors complete career/education plans, and assists them with college and financial aid applications. In addition, with the collaboration of Columbus State faculty, seniors participate in specially designed values-clarification activities (some of which occur in grade 11).

Throughout the program, Columbus State provides enrichment experiences to CCPP students by hosting an orientation at the college for new students and their parents, as well as a wide variety of in-school presentations, campus tours, and hands-on experiences for CCPP students. Eligible program graduates are guaranteed scholarships to Columbus State through the "I Know I Can" program as well as the CCPP Scholarship program, which provides scholarships (amounts based on final grade point average) to CCPP graduates.

The program is administered from the community college by the Coordinator for High school Programs; in addition to CCPP, she directs other high-school/community college collaborative events and programs. Community college faculty members consult during the summer with both new and experienced CCPP high school teachers; faculty also are on call to host campus visits that occur twice a year. For the community college faculty, voluntarily working with high school teachers and students is considered part of their community service; though unpaid, such work goes on their record and is evaluated for promotion or tenure decisions.

CCPP is relatively inexpensive to operate. The major cost to the high school is the release of CCPP teachers from a regular class period to enable two-period block team teaching. The estimated annual costs absorbed by a CCPP high school for each cohort (grade) of 25-30 students is $25,000, for a budgetary commitment of about $100,000 for grades 9-12.

Columbus State's general budget covers the cost of administration and faculty time devoted to the program. Grants from local banking and insurance corporations cover such components as stipends for the inservice training of the high school teachers, costs of orientation activities, student lunches on visitation days, and other supports.

EVALUATION

Attendance and achievement data on CCPP students are maintained at their high schools in the normal permanent records. While most of the data have not been formally aggregated, outcome data indicate that of the first graduating class (June 1990), two-thirds went on to postsecondary education. Eighteen CCPP students graduated in June 1992, and 15 of them plan to enroll in college in the fall. Two will enter the military and one will be married. Several other area high schools are studying CCPP for possible adoption.

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OHIO EARLY COLLEGE MATHEMATICS PLACEMENT TESTING PROGRAM (EMP)

Ohio State University
Columbus, Ohio

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1979

Schools Served: 600 high schools statewide.

Students Targeted: High school juniors take the OSU-developed math placement test.

Students Served Annually: Over 60,000 high school juniors; seniors are also served, based on test results.

Major Services: Defining academic preparation standards; testing and assessment; strengthening core curriculum.

DESCRIPTION

This mathematics testing program grew out of a discussion between a university mathematics professor and a high school mathematics teacher in 1979, during which it was pointed out that entering Ohio State University (OSU) freshmen were unprepared for university mathematics courses. The two individuals collaborated to draw up one mathematics test, give the test to high school juniors, and rank their results as to which level of course they were/were not ready for upon entering OSU. 1979 results of the new test showed that 43 percent of a group of incoming OSU freshmen needed remediation in math.

Once the testing program was in place, and a large number of high school juniors took it, other colleges became interested in the test results. As of 1990-91, 33 colleges and universities in Ohio joined the collaborative program.

The EMP is an opportunity for high school juniors to take a version of a university mathematics placement exam administered by their local high school. The purpose of the program is twofold: to inform high school juniors of the present level of math proficiency, and to compare those levels to college entrance requirements. The students then have another year in high school to schedule the appropriate college-preparatory classes and improve their proficiency.

The program was funded by Ohio State in its first year, with the founding professor distributing and grading all the tests. With expansion, the Ohio Board of Regents funded it, with the requirement that every state-funded university and college must participate.

EVALUATION

Program data show that as of 1990, only 20 percent of incoming freshmen at OSU were placed in remedial mathematics compared to 43 percent in 1979.

It was the view of program officials that the program led to substantial curriculum strengthening in the high schools. And communications between high school mathematics teachers and college/university mathematics departments have strengthened significantly.

There are descriptive data (test scores, college/university placement information on an individual-student basis, and by institution, etc.), enabling program results to be assessed.

RECOGNITION

Twenty-two other states reportedly have adopted this program at some level, including UCLA in California, though in a few key states (Kansas, Arizona, Michigan), funding has been cut or threatened in the wake of systemwide budget cuts.

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PROJECT SCOPE
(SUMMER COLLEGIATE ORIENTATION PROGRAM AND ENRICHMENT)
College of Mount St. Joseph
Cincinnati, Ohio

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1987

Schools Served: Public or private high schools in Cincinnati.

Students Targeted: Average- achieving black high school students or those with difficult economic circumstances.

Students Served Annually: 90 students (10th through 12th grades).

Major Services: Summer academic program; counseling; academic year activities.

DESCRIPTION

Project SCOPE, started in 1987, brings high school students to the campus of Mount St. Joseph for a residential summer program each summer for three years. The SCOPE students attend two college-level classes each summer taught by College of Mount St. Joseph faculty. Students attend each class for two hours each weekday. In addition to their academic classes, the students participate in sports, social activities, college-preparatory workshops on subjects such as financial aid and college admissions, and preparatory sessions for college entrance exams. Additionally, throughout the summer program, black professionals from the community lead "rap sessions" for the students on various topics such as racial attitudes.

Black high school students entering their junior year in private or public high schools in the Cincinnati area are eligible to apply for participation in this three-year program. The program primarily targets average achieving students: those who are B and C students but who do not require remediation. The program does accept some high achieving students, but it attempts to choose those high achievers who have some special circumstance (e.g. from a single-parent family) that indicates that they might need the support that the program provides. Each year, 30 to 32 students are chosen to participate in the program, for a total of some 90 students participating each summer.

Students wishing to participate must complete an application and obtain a written recommendation from a high school teacher, counselor or administrator. To select the participants, the program considers each student's grade point average, the courses taken, and the level of each student's school and community involvement.

For the first summer of the program, the students, who are rising juniors, stay on campus for six days. They take two classes: Critical Thinking and Science.

For the second and third summers of the program, the students stay on campus and attend classes for two weeks. In the second year, the classes are "Spoken Word--Part 1", a class in listening and speaking, and Black Theology. In the third year, they continue by taking "Spoken Word--Part 2" and Introduction to Sociology. By completing the classes offered in the second and third year of the program, students earn credits at the College of Mount St. Joseph; the credits may also be transferred to most other postsecondary institution. For all summers of the program, students receive grades for their performance.

Small groups of SCOPE students attend sessions with the college counselor as an initial activity of the summer program. Further counseling is provided on request, and the students are encouraged to use the counseling services of the college throughout the academic year as well.

The SCOPE students are officially considered part of the College of Mount St. Joseph and receive passes to college activities, such as football games and speakers, during the academic year. Additionally, the program coordinates several activities specifically for the program participants during the academic year.

SCOPE follows up with the students' high school counselors to ensure that students are taking the appropriate steps to apply for college and to identify any problems the students encounter during the academic year. The program also maintains contact with the alumni of the program throughout their years in college, organizing a reunion and obtaining information about their college courses and major.

The program is free to students. For the first three years of the program's existence, Project SCOPE was a pilot project funded by a number of grants from corporations such as Procter & Gamble, to which the development office of the college had sent proposals for the program. After the initial three years, the college assumed the responsibility of supporting the program. The program today is largely supported by the college with additional grants obtained through the college development office.

The program's staff consists of 18 people. The coordinator is the only year-round staff member. The summer staff consists of seven instructors, one adult resident at the dormitory, and nine resident advisors who are college students living in the dormitory with the SCOPE students. All of the staff members are paid.

EVALUATION

SCOPE produces an annual report containing information on the students, including colleges they will be attending; Project SCOPE course grades; the program's retention rates; student evaluation results; student questionnaire results; and diagnostic test results in reading, writing and mathematics.

The program reports that from the class of 14 students graduating from high school in 1991, one student will attend Mount St. Joseph. All 14 will enroll in colleges across the nation, such as the University of Michigan and Spelman. Since its inception in 1987, the program's average retention rate from the first summer to the third is 66 percent. Of the students completing all three years of the program, all have attended college.

RECOGNITION

The program has been recommended by the White House as a Point of Light; it has also been honored by several local organizations.

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WRIGHT STEPP (WRIGHT STATE UNIVERSITY ENGINEERING PREPARATORY PROGRAM)
Wright State University
Dayton, Ohio

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1988

Schools Served: Four local high schools and three local middle schools.

Students Targeted: Minority 7th-10th graders with potential for success in engineering, math, or science.

Students Served Annually: Approximately 150 7th-10th grade students.

Major Services: Intensive academic course in summer; outreach; financial aid; parent involvement.

DESCRIPTION

Wright STEPP (Wright State University Engineering Preparatory Program) is a pre-engineering summer program that started in 1988. It is a collaboration involving Dayton Public Schools, Wright-Patterson Air Force Base, General Motors, Mead Data Central, and other local industries. The program's goal is to increase the number of minority students from the Dayton area who are both academically prepared and sufficiently motivated to enter and complete a four-year college or university math/science-based curriculum.

Minority 7th through 10th graders, from three Dayton middle schools and four high schools, with potential for success in engineering, math, or science participate in this summer program. Forty post-7th graders were selected for the initial summer program. The summer 1989 class included 40 post-7th graders and 40 post-8th graders. During 1990, 40 post-9th graders were added. The 1991 class included 55 students in their second year, 14 in their third year and 9 in their fourth year. They were joined by 69 new participants, for a total of 147 students.

To be considered for the program, a student must be nominated by a math or science teacher. Once a student has been nominated, the following procedures take place:

- an orientation attended by students and their parents;
- completion of an application, which includes an essay and the student's current year grade report;
- an interview by the program director for students completing the first three steps;
- selection of 40 primary candidates from each grade level (the remainder are ranked as alternates);

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- return of the of acceptance statement; and
- a final Saturday orientation and registration where ID cards, library cards, and locker assignments are given.

Students attend intensive summer classes on campus from 8:30 AM to 2:30 PM Monday through Friday, except for July 4. Students attend classes in pre-algebra, algebra, geometry, communications, introduction to computers, and other classes that involve experiments and demonstrations of engineering and science phenomena.

During the regular September-to-June academic year, Wright STEPP program students who take the high school college prep courses and maintain a B average with no grade below a C can earn a scholarship at WSU's engineering school. A student can obtain four one-year tuition scholarships if four years of participation are successfully completed. Additional conditions of the tuition scholarship are that the student enroll in Wright State University within one year of graduation from high school and that a 2.5 GPA be maintained while attending WSU.

EVALUATION

Once the starting class finishes high school, enrolls in college and graduates, meaningful results will become available. However, early indications of program effects have been identified. Program data show that the successful completion of the 1988 and 1989 summer sessions were 87 percent and 91 percent, respectively. Some qualitative results are improvement in study habits, quality of homework and general interest level and an increased interest by parents in their child's education.

RECOGNITION

On February 20, 1991 President Bush saluted Wright STEPP as the 384th "Daily Point of Light."

The Mayor of the City of Dayton proclaimed Saturday July 13, 1991 as WRIGHT STEPP DAY.

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YOUNG SCHOLARS PROGRAM
Ohio State University
Columbus, Ohio

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1988

Schools Served: Secondary public schools in 9 Ohio cities.

Students Targeted: Low-income minority students who would be first-generation college students.

Students Served Annually: 1,400 students from 7th through 12th grade were served in 1991-92.

Major Services: Academic summer program; professional development for teachers; career exploration; tutoring; mentoring; financial aid; parent involvement.

DESCRIPTION

The Young Scholars Program, begun in 1988 with 200 students, is designed to prepare students from disadvantaged and underrepresented backgrounds for success in the pursuit of postsecondary education. It is a statewide program based at Ohio State. The program chooses students who exhibit potential to succeed in college and assists the students in realizing that potential. The Young Scholars program is a year-round program that provides a variety of academic, personal development and cultural activities in which the students participate for 6 years.

The Young Scholars Program targets low-income African-American, Hispanic, Appalachian and other underrepresented middle and high school students whose parents have not completed college. Sixth grade students are selected from public middle schools in Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, Lorain, Toledo, and Youngstown. A total of 1,400 students from grades 7 through 12 participated in the 1991-92 school year. In the spring of 1992, 300 6th graders were accepted into the program. Each class is composed of equal numbers of males and females.

To participate in the Young Scholars Program, 6th grade students must be nominated and then chosen by a selection committee. Nominations are accepted from teachers, other school personnel, students' parents, and the 6th grade students themselves. In each city a selection team, composed of school personnel and other community members, then selects the Young Scholars. The selection committees choose minority students from low-income backgrounds and who exhibit potential to succeed in college. To measure students' potential, a variety of factors are examined, including grades, standardized test scores, and leadership abilities.

On selection, the Young Scholars are guaranteed admission and financial aid to Ohio State University upon completing the requirements of the program. Students must participate in all of the program's components, complete a college preparatory course of study, and earn at least a B overall grade point average. However, the Young Scholars are not required to accept the offer and may choose to attend another institution.

During their six years of participation in the program, the Young Scholars attend a residential academic institute each summer on the campus of Ohio State University in Columbus. The 7th, 8th, and 9th graders attend for two weeks, while the 10th, 11th, and 12th graders are there for three weeks. The program provides counselors, who are college students, during the summer institute who live with the students, providing any day-to-day help needed and escorting the students to various events. During their stay, the Young Scholars are allowed full use of all university facilities.

Although the summer institute offers many activities, the main focus is on academics. Each morning, the upperclass students take three 1-1/4-hour classes, while the younger students attend three one-hour classes. Class size averages 20 students. The subjects are mathematics, reading, and writing, and science, varying in content and intensity with each grade level. Additionally, the 10th and 11th graders may choose among several electives. The 10th graders may select between two courses, a course in visual arts and a course in life in a multicultural world; 11th graders may choose among courses in computer programming, drama, or life issues.

In addition to their morning classes, all students take "half" classes in the afternoons in computer science and life skills. Institute classes are taught by college professors and public school teachers from the Young Scholars' schools who participated in Young Scholars Program's one-week inservice training. Each instructor usually has a teaching assistant. The teaching assistants, who are undergraduate, graduate or professional students at the University, also supervise the required study sessions that the students must attend during the summer institutes.

Other summer activities include career exploration and personal development. The career exploration activities are coordinated by the 19 colleges within the university. For example, Ohio State's College of Law led a mock trial to provide the students with a better understanding of professions in law. Students in the lower grades get exposure to a variety of different careers, while students in the upper grades participate in activities according to more specific career preferences. The students participate in two or three career exploration activities each summer, each lasting about 2 hours. Additionally, the students participate in one or two 1-hour sessions on personal development, focusing on issues such as making personal or career choices and interacting with others.

During the school year, the students participate in a variety of activities in their home communities, organized by full-time program coordinators in each city. The coordinators also participate in the selection of new Young Scholars and meeting with parents. They provide students in their cities with additional career exploration activities, mentoring, tutoring and academic enrichment activities that vary from city to city.

In all cities, the students attend a weekend mathematics series taught by college faculty at area colleges, with assistance from public school teachers. Eight math sessions are coordinated in each city each year, generally 4 hours each in duration. Topics range widely and may include use of computers or a graphing calculator to study interpretations of graphs or geometry, for example.

During the academic year, the students have access to both mentors and tutors. Each student is assigned a college-educated mentor from his or her home community, meeting each month for activities and discussions. Tutoring, provided by high school teachers, is also available during the academic year.

In each city, the program coordinator meets with parents as a group four to six times a year to share news about the program, and to inform them about helping their children with such things as study skills and learning about different careers. Parents also attend some of the weekend enrichment activities with their children to better understand the program. The Columbus component of the program also has a strong "Parent Alliance" group that holds monthly meetings, elects officers, and plans some social activities.

Students pay nothing to participate in the program, and the program supplies round-trip transportation for all students to the summer institutes in Columbus. Additionally, the program provides students with a modest amount of spending money for each summer program. The program receives approximately two-thirds of its funding from Ohio State University. The remaining funding comes from a variety of Federal, state and private sources. The program receives grants from such Federal sources as the National Science Foundation (NSF), the U.S. Department of Education, and the U.S. Department of Energy. For example, NSF funds the Saturday math series. The program also receives food reimbursements from the Ohio Department of Education for the low-income students. Individuals and foundations, such as the Columbus Foundation, the AMOCO Foundation and the Borden Foundation, also contribute. The program has an "Adopt-A-Scholar" program in which businesses or individuals contribute $2,000 per year to sponsor a Young Scholar. The total budget for 1991-92 is $1,855,000. The program employs approximately 25 staff members.

EVALUATION

Young Scholars collects various types of information on the students. First, there are the students' academic records from the time period before they participate in the program. Then each year, the program collects the students' grades, and information on whether they are enrolled in a college preparatory curriculum, family income, and career interests.

Statistics are compiled on the student retention rate, percent enrolled in college preparatory courses of study, attendance rates at the summer programs and results on ninth grade proficiency tests. In addition, data are being collected on students' standardized and college placement test scores. Starting in 1994, follow-up data will be collected on postsecondary institutions entered.

As reported by the program, 97 percent of 9th grade Young Scholars and 100 percent of 10th grade Young Scholars are enrolled in college preparatory courses. The retention rate for the program as of 1992 is 87 percent. By 9th grade, Young Scholars' Ohio 9th Grade Proficiency Test Scores are markedly higher than for 9th grade city school-system students as a whole.

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UNIVERSITY OF RHODE ISLAND/PROVIDENCE SCHOOL DEPARTMENT PARTNERSHIP PROGRAM
University of Rhode Island
Kingston, Rhode Island

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1978

Schools Served: The 5 elementary and one middle school that feed into the 3 magnet high schools in Providence.

Students Targeted: Low-income and minority students at both elementary and secondary levels.

Students Served Annually: Approximately 300 students from grades 5 through 12.

Major Services: Summer academic program; testing and assessment; job experience; tutoring; undergraduate shadowing; guaranteed admission.

DESCRIPTION

This partnership program, initiated in 1978, is composed of several different services and programs serving those public elementary and middle schools that feed into three magnet high schools in Providence. All of the schools involved in the partnership program have high proportions of low-income and minority students. The partnership's main goal is to increase educational opportunities for these students.

Project Discovery, one program within the partnership, serves 5th through 9th grade students from five elementary schools and one middle school in the magnet feeder pattern in Providence. About 35 students from each grade level participate in Project Discovery. They are middle achieving students, scoring in the 40th to 55th percentile on standardized tests. Although students do not necessarily participate in all the years of Project Discovery, many of the students do.

The Guaranteed Admissions Program (GAP), another partnership program, serves students from one high school in Providence. About 30 9th graders are selected each year to participate in the program through the 12th grade. GAP targets minority and economically disadvantaged students who would not normally consider college.

Although they serve different age groups of children, both programs strongly encourage students to finish high school and pursue a college education by providing educational and support services. These programs are described in more detail as follows:

Project Discovery

Project Discovery, started in 1986, is a program focused on improving the students' skills in math and science and targeted toward moderate achievers. The project consists of 2-week summer programs and club activities during the school year.

The Providence School Department identifies students scoring between the 40th and 55th percentile on national standardized tests. These students and their parents are then sent invitations to attend an introductory meeting and join the program.

Students attend the nonresidential summer programs each day for two weeks. The students are transported from their homes to one of the three University of Rhode Island campuses--Bay Campus, Main Campus, and the Environmental Education Campus--depending on which level of the program they are in. The five instructors teach two sessions each and emphasize hands-on learning. The instructors are primarily faculty and staff from the university and university graduate students. Rising 5th graders receive instruction in oceanography. Rising 6th graders receive instruction in energy and robotics. Rising 7th graders learn communications technology, and rising 8th graders receive instruction in biotechnology. The rising 9th grade component, new as of 1992, was created as a bridge to the GAP program, and these students take mathematics with a focus on computers, as well as literature and study skills.

During the academic year, the students participate in clubs twice a month in their schools. Each month the 1-hour clubs focus on a different subject in science and math. Additionally, during school vacations several times during the year, the program runs all-day field trips to the various university campuses. The field trips have varying scientific themes, such as ecology.

For the faculty who teach the Project Discovery students, the program provides workshops in the subjects offered, targeted to teaching younger students.

Guaranteed Admissions Program

The Guaranteed Admissions Program, instituted in 1987 and currently serving about 100 students, encourages students from minority and low-income backgrounds to attend college and to ensure that they are adequately prepared. Students are chosen for the program from one high school in Providence. Program personnel give presentations in 9th grade English classes encouraging students to participate. Those students expressing an interest are interviewed, and selection is based primarily on their interests and goals.

Students in the program also must sign a contract, along with their parents, the principal of the high school, and the Dean of Admissions at the University of Rhode Island. In the contract, the students state that they will complete the necessary college preparatory courses, earning at least a C+ average. Students who fulfill these terms are guaranteed admission to the University of Rhode Island.

Students are required to attend an initial 6-week summer program at the high school before 10th grade, taking mathematics, literature and study skills for 3 hours each day. The teachers are high school teachers, university graduate students, and others community.

Also during the summer, the program arranges jobs in nonprofit organizations for some students in the afternoons. About 20 students had jobs through the program in summer 1991.

During the academic year, the students are provided tutoring in the mornings and afternoons by volunteers from several community organizations. Additionally, the program pays three or four teachers in the school to provide extra tutoring if needed. The program encourages peer tutoring and assists the students in setting up study groups of students.

Also during the academic year, the students attend series of workshops after school for several weeks. The program hires teachers or community members to provide these workshops with varying themes, such as writing skills and time management.

The students are also brought to campus several times each semester to attend classes and shadow undergraduates. At these times, the students have the opportunity to use the career counseling services of the university. In the spring, the students go the Environmental Education Campus for a weekend of leadership and recreational activities.

Other Components

Aside from Project Discovery and GAP, the partnership has several full-time staff who visit high schools and provide students with information on college readiness and financial aid. These staff also organize career days for the students. The partnership has other staff who provide technical assistance to programs in the middle schools.

The program receives funding from a variety of sources, including the Providence School Department, the New England Educational Loan Marketing Association, the Ocean State Charities Trust, the Governor's Justice Commission, the U.S. Department of Education, and the U.S. Department of Energy. In 1991, the approximate budget of the partnership as a whole was $300,000.

EVALUATION

The program maintains descriptive information on both of its key programs. For the GAP, the program also maintains a file on each student containing grades and courses taken. Members of the first graduating class of GAP are currently in their freshman year. The program has had informal contact with these graduates.

Program data show that of the original 24 GAP students, 23 completed the program. Eighteen of the 23 attended the University of Rhode Island, two went to other 4-year colleges, and two went to community colleges. Of the second class, which will be graduating in 1992, 15 of the original 28 will complete the program. Twelve transferred out of the school and one dropped out. Of the 15, 14 intend to enroll at the University of Rhode Island, and one will enter the military after graduation.

The partnership compiles an annual report on all of its activities each fall.

RECOGNITION

The partnership received the Council for Advancement and Support of Education (CASE) grand prize, as "one of the five best university-school partnerships in the United States." The program is also in the National Urban University/Urban School Collaborative of the National Association of State Universities and Land-Grant Colleges.

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PROJECT CHALLENGE
The Citadel
Charleston, South Carolina

4-Year Public Men's College

PROGRAM HIGHLIGHTS

Year Begun: 1988

Schools Served: One inner-city high school in Charleston.

Students Targeted: Minority high school students selected to represent a wide range in achievement levels.

Students Served Annually: 196 students served in 1991-92 (grades 9-12).

Major Services: Academic summer program; strengthened core curriculum; tutoring; counseling; parent involvement.

DESCRIPTION

Initiated in 1988, Project Challenge is geared toward improving the educational performance of high school students by providing them with a challenging academic curriculum and supporting motivation, self-esteem, and self-confidence.

Project Challenge serves students from Burke High School, an inner-city school in Charleston, South Carolina. The project is targeted toward minority high school students. Students are selected prior to the 9th grade according to their performance on diagnostic tests. Each year, one-third of the incoming class is composed of high achieving students, one-third average achieving students and one-third high-risk students. The high-risk students are defined as students whose academic performance may not be high, but in whom their teachers see potential. Project Challenge served 196 students between grades 9 and 12 in 1991-92.

Project Challenge consists primarily of a strengthened curriculum for the students involved. The curriculum for each grade level has a theme (the theme for the 9th and 10th grade classes is "order and disorder in the universe") and all of the core classes in math, science, English and social studies are tied to one another through the theme.

Rising 9th graders attend a 3-week introductory summer program for 4 hours a day. Their classes are taught by those regular high school teachers who will teach the same courses in fall. Summer courses include English Literature, Western Civilization, Biology, Algebra I or II, and study skills.

Once in 9th grade, students become further acquainted with the program with a special class for one period each day. In the first semester, it is an introduction to computers, and the next semester's class is in creative learning styles, both taught by Citadel faculty. Their core curriculum comprises four courses, which are taught by the Project Challenge high school teachers, plus a 5th course in foreign language taught by the regular high school teachers.

After the 9th grade, the Project Challenge students continue the special core curriculum of English, science, social science and math with the Project Challenge teachers, while rounding out the other subjects in regular high school classes. Throughout 9th and 10th grade, students move as a group, and the same teachers teach both 9th and 10th grade. This ensures a sense of belonging and cohesiveness.

Two program counselors provide special counseling for Project Challenge students to supplement the normal school counseling. This consists of academic, individual, and family counseling. All Project Challenge students are required to meet with a counselor for a one-hour session each year. Additionally, freshmen in the program meet for one hour a week with volunteer Citadel graduate students for group discussion.

Students also receive tutoring from Citadel undergraduates in the African-American Society at the university once or twice a week. Additionally, the students may use the tutoring services at the university, usually provided only to Citadel undergraduates. Graduate students provide this tutoring.

The high school is within walking distance of the university, and although the courses are given at the high school, many of the university's facilities are used. The Project Challenge students are sometimes taken to use the science laboratories at the university, which offer better facilities than found at the high school. The students have tours of the campus and receive university identification cards.

Project Challenge also has a parent component. In addition to a parent advisory committee to the project, parents receive letters every 9 weeks on their child's progress, as well as project newsletters.

Project Challenge is currently supported by the Jesse Ball Dupont Fund through a 3-year grant of $151,766. The Citadel funds the Summer Institute, which accounts for $10,000 of the project's budget. The Jesse Ball Dupont grant ended in the fall of 1992, after which the responsibility for funding the project will rest with the Citadel. The Project Challenge staff is composed of nine high school teachers, two Citadel faculty, a project coordinator, an assistant director, and the director.

EVALUATION

The Project collects comprehensive information on each Project Challenge student, including grades, SAT scores, and other test scores. Additionally, the project maintains information on the post-graduation plans of the students, including where they apply to college, where they are accepted, where they attend, and what types of scholarships they receive. The project submits an annual report to the Jess Ball Dupont Fund.

The program expects that the initial class of students in the project will graduate from high school. The project reports an overall retention race of over 90 percent, impressive considering the mix of students' 9th grade achievement levels. An evaluation of the effect of the project on students' test scores was in progress during 1992.

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THE MOTHER-DAUGHTER PROGRAM
University of Texas
El Paso, Texas

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1986

Schools Served: Schools with a 6th grade in 3 school districts in the El Paso area.

Students Targeted: 6th grade Hispanic girls and their mothers.

Students Served Annually: Approximately 150 students, along with their mothers.

Major Services: Saturday program; academic counseling; career exploration; mentoring; summer camp; monitoring through high school; parent involvement.

DESCRIPTION

The Mother-Daughter Program, started in 1986, is a collaboration among the University of Texas at El Paso (UTEP), the YWCA of El Paso, the Ysleta Independent School District, the El Paso Independent School District, and the Socorro Independent School District. The overall goal is to increase the number of Hispanic females who pursue a postsecondary education. The program is designed to inform Hispanic girls and their mothers of educational and career opportunities and to provide the mothers with information and the skills to inspire their daughters to graduate from high school, go to college, and apply for financial aid.

The Mother-Daughter Program serves about 150 6th grade Hispanic girls and their mothers. The students come from three districts in the El Paso area: the Ysleta Independent School District, the El Paso Independent School District, and the Socorro Independent School District. The districts select those schools that are most heavily populated by Hispanics and that have high proportions of low-income students. More than 40 percent of adults in these local areas never finished high school. The community served by the university is 63 percent Hispanic.

Fifth grade teachers within the schools identify Hispanic girls whose families have never gone to college and who exhibit potential for college work. The schools hold informational sessions to encourage the identified students and their mothers to participate in the program; however, participation is voluntary.

Students and their mothers participate in the program one Saturday a month for five hours. The monthly sessions are held on the UTEP campus, in schools, or in other community buildings. The sessions are academically oriented, expose the students and their mothers to career opportunities, and encourage them to consider college. The series of classes are presented by professors, graduate students, school district staff or community members. Many of the sessions revolve around exposing the students to and sparking their interest in non-traditional courses of study, such as math and science. These sessions consist of hands-on experiences in subjects such as engineering, physics and chemistry. Other classes teach the daughters to use computers and teach study skills.

The mothers attend only some of the sessions together with their daughters. Other classes specifically for mothers cover subjects such as how to support their daughters' academic accomplishments, and community resources available to them.

Aside from the regular monthly sessions, special activities include a career day, for which the program brings in 25-30 Hispanic women professionals to speak about their careers. The program also runs a leadership conference featuring a successful, well-known Hispanic woman who speaks to participants. Previous program participants are also invited to attend. Additionally, the students attend a two-day residential summer camp each June on the campus of UTEP. The students attend college classes and participate in campus activities to gain a taste of college life.

Another part of the program is the "Big Sister" component. Big Sisters are female, Hispanic university students who volunteer for a year to assist in the program and forge mentoring relationships with the students. Each Big Sister is designated a group of 10 to 12 students, whom they call at least twice a month to remind of events and to find out how the students are doing. Additionally, the Big Sisters attend the scheduled program activities to help organize the students.

The students pay nothing to participate in the program, and transportation is provided by the school districts. The annual budget of approximately $50,000 for the 6th grade program is supported by the Gannett Foundation, the Meadows Foundation, Southwestern Bell, Kellogg, Helen of Troy and El Paso Community Foundations. The program has one director whose time is voluntarily contributed to the program, and one full-time, paid program coordinator. In addition, Advisory and Planning Committees and sponsoring teachers at each school work together with staff to implement the program.

EVALUATION

The program tracks the students throughout their educational career. Information is collected on whether students remain in school, their grade point averages, their standardized test scores, courses taken, and the pregnancy rate among students. The first group of students involved in the program have not yet graduated from high school; therefore, information has not been collected on post-graduation activities.

From the first group of students in the program, who are now high school juniors, 35 of the 40 students reportedly remain in the El Paso area schools.

RECOGNITION

The program has been featured in the local media, and program personnel have been asked to speak at conferences.

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EARLY COLLEGE
Weber State University
Ogden, Utah

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1987

Schools Served: 16 high schools in 6 area school districts.

Students Targeted: Moderate-to-high achieving high school seniors.

Students Served Annually: 200 high school seniors in 1991-92.

Major Services: Credit-bearing college courses for high school students; counseling; monitoring during college years.

DESCRIPTION

Early College was created in 1987 as a joint project of the Utah State Office of Education, the Utah State Board of Regents, five participating school districts, and Weber State's Colleges of Arts & Humanities, Science, and Social & Behavioral Sciences. It is administered through Continuing Education and Community Services.

The purposes of Early College are (1) to revitalize the high school senior year by providing selected students the opportunity to participate in a rigorous university learning environment; (2) to eliminate unnecessary duplication between the high school senior year and the college freshman year, thus reducing costs to the taxpayers; and (3) to maintain needed socialization by allowing students concurrently to participate in high school and college settings.

High school seniors from schools in six school districts are eligible to participate in the program; they must have a minimum 3.25 high school grade point average. To be admitted to Early College, applicants must receive parental consent and a recommendation from the school principal. Each year, about 200 high school seniors participate. They represented 16 high schools in 1991-92.

Early College students are taught on the campus of Weber State University by regular college faculty. They attend classes and compete with regular students enrolled at Weber State University. A core curriculum of 30 quarter credits is supplemented by 15-20 credits of electives. Course credit is transferable to other institutions, and the curriculum is designed to meet the requirements of most colleges and universities. About 60 percent of the students participating in the Early College program enroll at Weber State University after they graduate from high school.

An important component of the Early College Program is that it allows the student participants to have college experiences while not completely removing them from high school experiences: students' college course schedules are arranged so they return to their high schools by 11:30 a.m. each day.

The program begins with an orientation during the summer before 12th grade. In the first quarter of the program, the students must attend one class each week that provides general counseling and information on such topics as student services provided at the university and fulfilling course requirements. Additionally, program administrator meets with each student, his or her parents and the student's high school counselor during the first quarter. In the winter quarter, a followup meeting is scheduled for the student and the program administrator. Counseling is provided throughout the academic year on request.

The program also organizes study groups of Early College students for such classes as freshman English.

The students pay the normal Weber State University tuition amount to participate in the Early College, but this is significantly offset by stipends from the districts. The stipends that students receive vary from year to year, depending on the amount appropriated to the program by the State legislature. Additionally, within each district, the final amount of the stipend depends on other factors, such as the number of students from the district participating in the program. Students provide their own transportation to campus for classes.

EVALUATION

The program maintains a file on each student involved in the Early College program. The file contains the classes taken by the students, the classes required for students' high school graduation, students' grades each term, final high school grade point average and students' ACT scores.

The program also administers a questionnaire to parents once the students have graduated from the program. The questionnaire requests information on the program's graduates, including whether and where they enrolled in college, whether they received a scholarship, and whether the graduates have received a degree.

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THE CARVER PROMISE

University of Richmond
Virginia Union University
(4-Year Private Institutions)

Virginia Commonwealth University
(4-Year Public Institution)

J. Sargeant Reynolds Community College
(2-Year Public Institution)

PROGRAM HIGHLIGHTS

Year Begun: 1990-91

Schools Served: One local elementary school.

Students Targeted: All 1990-91 3rd graders at Carver Elementary, located in a low-income neighborhood in Richmond, VA.

Students Served Annually: 125 in 1990-91; aims for all students.

Major Services: Tutoring/mentoring; outreach; testing and assessment; parent involvement; and financial aid.

DESCRIPTION

This program began in 1990-91, seeking to motivate at-risk 3rd graders to aspire and prepare to enter one of the four participating colleges and universities. It was begun by two attorneys who became familiar with the neighborhood as volunteers. They contacted a colleague, a vice president at the University of Richmond, in October 1989, and the program's first year of implementation was 1990-91.

Third graders enrolled at Richmond's George Washington Carver Elementary School are "adopted' for the remainder of their school experience by students from the participating colleges and universities. In addition, these same third graders are promised the opportunity to attend one of these four institutions when they earn their high school diploma.

During 1990-91, approximately 125 third graders attended Carver Elementary, located in the heart of Richmond's Jackson Ward. Most of the school's students live in a housing project where poverty, drugs, and violence are part of everyday life.

The collaboration is modeled after the efforts of New York industrialist Eugene Lang. In 1981, Lang made nationwide headlines by announcing that he would pay the college tuitions of 6th graders at his alma mater, a public school in Harlem.

The four Carver Promise institutions provided student volunteers to tutor and befriend 1990-91 third graders enrolled at Carver School until their successful completion of high school. Also, financial assistance, based on need, will be provided for these students to attend any of the participating colleges to which they gain admission.

About 35 college students have volunteered to be tutors. Each college student is matched with one or more third graders--who are now fourth graders--in their Carver classroom for one hour each week. In addition, they meet with their students outside the classroom at least once a month and attend periodic education rallies at Carver. These Carver students will be tutored by a series of volunteers as they pass through middle school and high school. Upon graduation from high school, they will become eligible for the tuition assistance component. A student will remain eligible for assistance even if he or she is reassigned from Carver or moves from Richmond.

Other groups involved in the program are the Gilpin Court and Jackson Ward neighborhood organizations, the Metro Richmond Coalition Against Drugs, neighborhood churches, and a volunteer organization called Strategies to Elevate People.

EVALUATION

A three-part evaluation is being implemented. First, objective data on each of the students are being collected over the next nine years. The data will include grades, test scores, attendance records, disciplinary records, etc. Second, over the next nine years Carver students will be tested with the Piers-Harris Children's Self-Concept Scale. This test will indicate how well the students are responding to intensive attention and concern over a long period of time. It will also provide data indicating whether the students are becoming better adjusted, more confident, and more secure, even if grade performance may not improve. For comparison purposes, the Piers-Harris instrument has been administered to Carver fifth graders and fourth and fifth graders at a similar Richmond public school. Third, a grant was obtained to provide the services of a social work professor to analyze the Carver Promise during the 1992-93 school year. The professor will interview parents, teachers, students, and volunteers to determine the strengths and weaknesses of the Carver Promise concept.

RECOGNITION

This program was featured at the Second National Conference on School/College Collaboration in Atlanta in June 1991.

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COLLEGE PARTNERSHIP PROGRAM
Fairfax County Public Schools
Fairfax County, Virginia

Network of 17 Institutions

PROGRAM HIGHLIGHTS

Year Began: 1989

Schools Served: All high schools in the Fairfax County Public School system

Students Targeted: 9th-12th grade minority students who strongly demonstrate ability to do college work but whose academic record or family income indicate need for additional assistance to pursue higher education.

Students Served Annually: 650 students in 1991-92.

Major Services: Strengthened core college-preparatory curriculum; tutoring; mentoring; counseling; help with forms; guaranteed admission and/or financial aid; career exploration; parent involvement.

DESCRIPTION

The College Partnership Program (CPP), which began in 1989, is a collaboration involving 17 colleges and universities, the Fairfax County Public Schools Education Foundation, Inc., and the Fairfax County public school system. Today the program serves 650 students in grades 9-12 from 23 secondary schools. The purpose of the program is to increase the academic preparation of Fairfax County secondary students for college and increase the number of minority students who enroll in college. The CPP squarely addresses the interdependent relationship required to create academic continuity among school, college and business.

The general roles of the partners are as follows:

- The 17 institutions include both public and private institutions and range widely in their selectivity. All but one are four-year institutions. The participating colleges and universities sponsor their own academic and enrichment activities. These may include orientations on campus, residential enrichment programs, guaranteed admission, financial aid, and/or monitoring of students' academic progress.

- The Fairfax County Education Foundation supports the program by linking employees of local businesses and student participants to provide jobs, adult mentors, and visits to corporations.

- The Fairfax County public school district handles student selection and coordination of their college-preparatory curriculum through the high school years, monitoring grades and test scores, and providing assistance with college applications.

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STUDENT TARGETING AND SERVICES

Students are selected in 8th grade based on the following criteria: (1) shows potential for high academic achievement but has not consistently demonstrated it; (2) demonstrates ability to complete college work but may need motivation to sustain interest; (3) represents a family with income insufficient to support college without financial assistance; (4) demonstrates enthusiasm for learning and school; and (5) demonstrates leadership in school activities. Recommendations from teachers and other adults accompany students' applications. Selection is made by a committee of selected school district staff and chaired by the CPP director. Written notification is provided to each applicant.

The high school component takes place during the normal school day. Each participant has a specially designated support system at the high school. The teachers and the program-appointed Advocate (one of the high school counselors) constitute this College Preparatory Cluster, as it is called. The group plans all curricular, tutoring, and parent involvement components throughout the school year. Together they see the students through grades 9-12.

The essential services provided to CPP students are:

College Orientation	Provided by colleges and universities: includes college and career planning, financial aid options, residential enrichment programs, and campus visits.
Academic Counseling and Monitoring	Provided by school counselors, college representatives, and school-based advocates with support from CPP office staff to maintain on-going support for students and parents.
Academic Tutoring	Provided by adult and peer tutors from the schools, community, and businesses to assist students in achieving satisfactory results in the classroom.
Personal Development Training	Facilitated by school-based advocates to empower students with ability to think independently, communicate effectively, manage conflict, and set goals.
Student Mentoring	Provided by volunteer staff from local businesses to support, motivate, and inspire students to excel in and out of school.
Parent Involvement	Parent involvement is required. The unique form it takes is through CPP's "Supplemental Learning Component." Parent groups meet and create courses in which parents teach chess, investment planning, or math/science courses via videodisk. The parent-led groups meet at the district level and take their curriculum to their own schools. Parents teach the children those courses after school, in the evenings or on Saturdays.

The CPP staff, consisting of two full-time administrators and two hourly employees who meet with Advocates at the school sites, works with each postsecondary institution to determine formally the particular services the institution will provide to CPP students. The staff also works with businesses to arrange part-time or summer jobs, mentorships, and visits to corporations. The office oversees all aspects of program operations and coordination. The annual budget of approximately $100,000 from the school district is supplemented substantially by financial aid, program funding and in-kind services provided by the colleges and universities and the local businesses in the partnership.

EVALUATION

Data on student participants are maintained by each school, and summary data are maintained at the program office. Among data that have been compiled to date, the program reports that in 1991, 99 of 104 graduating CPP seniors enrolled in college. Of 106 seniors graduating in June 1992, 103 will enroll in college and three will join the military. Other data are collected regarding grades and test scores. Evaluations and annual reports are planned, beginning in 1993.

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EARLY IDENTIFICATION PROGRAM
George Mason University
Fairfax, Virginia

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1987

Schools Served: High schools in the Fairfax County Area II, Arlington County and Prince William County School Districts.

Students Targeted: 9th-12th grade minority students with uneven academic records, mostly from low-income or single-parent families.

Students Served Annually: 141 students in 1991-92.

Major Services: Summer academic program; tutoring; Saturday workshops/enrichment; ongoing academic monitoring; help with forms; parent involvement.

DESCRIPTION

George Mason University and the Fairfax County Area II Public Schools developed the Early Identification Program (EIP) in 1987 to increase the number of minority students who enter college. The program has since expanded to include students from neighboring Arlington County and Prince William County Public Schools. The program recognizes that many minority students who express interest in higher education lack adequate academic preparation. The school systems provide personnel to organize and monitor the program in the schools, transportation to the university, meals, textbooks, and computers. Additional external support is provided by the Mobil Corporation, which provided an initial grant of $10,000 in 1990 that enabled the program to admit additional students. A subsequent grant helped to fund the 1991 Summer Academic Program.

EIP today is a cooperative venture between George Mason University, Fairfax County Area II Schools, Arlington County Public Schools, and Prince William County Schools. The 141 high school students participating in the program as of 1991-92 are predominantly minority (99 percent), and most are from low-income or single-parent families.

Early Identification Program objectives are to identify students with uneven academic records who are not working up to their potential, increase their interest in academic work, encourage them to consider attending college, and develop their leadership skills. Staffed by university faculty and outstanding local teachers, the program encourages students to successfully complete an academic program in high school, attend and complete college.

Each year academically able intermediate school students who are at risk of not completing high school are nominated by their guidance counselor or teacher to participate in the program. Eighth grade students from the participating districts who would like to consider a precollege program are encouraged to apply. Students are selected based on the recommendation of two adults, one of whom must be a guidance counselor or teacher, an assessment of the student's academic record, and a completed

application form. Applicants' parents are invited to a parent information meeting to meet with program organizers and instructors, receive information on the program objectives, and learn about high school and college requirements. Parents and students are required to sign a contract that specifies parental and student responsibilities regarding attendance, academic effort and parent participation over the next four years.

The core of the program is the Summer Academic Academy, held on the George Mason University campus, a 3-week summer enrichment program taught by a staff of 10 outstanding local teachers, university professors, and local business men and women. The curriculum is multidisciplinary and team planned and executed. Students work on special projects in math, English, science and computer science. These projects are designed to encourage active class participation and critical thinking, while developing confidence and motivation. Classes are specifically designed to serve as a preview of upcoming fall courses.

During the school year, a tutorial program staffed by GMU students is held after school at local high schools and two evenings a week at GMU. Tutoring provides weekly opportunities for group review and reinforcement. Students also attend Saturday Workshops, held every eight weeks on the GMU campus, which provide students with academic and cultural enrichment, including educational field trips. At the start of every quarter, half-day course reviews are given in math, science, and English. They review difficult concepts of the previous quarter and preview new concepts, giving EIP students a head start.

Students' grades are monitored quarterly by EIP staff to identify those students in need of additional support. Parental contact through regular correspondence and workshops is an important component in the support network provided the students. Spanish translations are provided at meetings and in written communications for parents with limited English proficiency. An active Parent Council facilitates parental involvement, schedules seminars, and plans the end-of-year banquet.

EVALUATION

Detailed student information is maintained on courses, grades, SAT scores, attendance, and college-application status. While these data have not yet been compiled for outcome evaluation purposes, some analysis is done and a brief annual report is submitted to the university.

The Early Identification Program reports a 74 percent retention rate. Students who successfully complete the program and a precollege program in high school are guaranteed admission to George Mason University. The first EIP graduate, an accelerated student, is a 1991-92 freshman at George Mason University with a 3.7 GPA. All 22 of the EIP students who entered their fourth year have been admitted to George Mason University. Information will continue to be kept on all students in order to measure the success of the program at the secondary and postsecondary level.

RECOGNITION

The Early Identification Program received a certificate from the American Association for Higher

Education President's Salute to Partnerships for Minority Student Achievement in 1991, recognizing the program as an exemplary school/college partnership program. The success of the George Mason University EIP program has encouraged Fairfax County to start partnership programs with other universities.

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VIRGINIA UNION KENAN PROJECT
Virginia Union University
Richmond, Virginia

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Begun: 1987

Schools Served: 2 Richmond public high schools.

Students Targeted: Capable students with uneven academic records.

Students Served Annually: 200 students (grades 9-12) in 1991-92.

Major Services: Strengthening core curriculum; professional development for teachers; tutoring; mentoring; counseling; parent involvement.

DESCRIPTION

The Virginia Union University Kenan Project originated in 1987 in a partnership effort between Virginia Union University and the Richmond Public Schools. The project is designed to increase the number of students with "special needs" who are academically prepared for college and successfully complete a college program. The project is geared toward improving the academic abilities, self-image, and general preparation for college of the students involved.

This project serves students in two Richmond public high schools, John Marshall and George Wythe High Schools. The project is targeted toward students who are achieving below their potential level on high school classwork. Students are selected in 8th grade to participate in the project from 9th through 12th grade. In the 1991-92 school year, 200 students in grades 9 through 12 were served. The project targets 8th grade students with uneven academic records or family circumstances that place them at risk of not fulfilling their potential to succeed in college.

To choose the student participants, counselors and teachers in the two participating high schools look for students who are capable of successfully completing college but who require supplemental academic preparation and support to do so. The counselors and teachers look for student applicants scoring in the 50th percentile or above on standardized tests. Then, they compare each student's test scores to the student's performance in the classroom. The students chosen are those who exhibit potential on the tests but are not achieving to that potential in the classroom. Other factors such as family circumstances and economic background are also considered.

One component of the Kenan Project is a two-week residential program during the summer at Virginia Union University. This summer program is primarily geared toward the rising 9th graders to acquaint them with the program; however, some upperclassmen do attend the summer program as well. The students participate in 6-hour days of activities, including classes on study skills, computer labs, and activities at the science museum. The summer program also includes tours of several college campuses. High school teachers participating in the Kenan Project, Virginia Union University personnel, personnel from other universities, and community members serve as summer instructors.

During the academic year, the Kenan Project students take a set of special college preparatory courses taught by "Master Teachers" in their high schools. Each of the two high schools has six Master Teachers who instruct the Kenan Project students: two English, two math, and two science teachers. Master Teachers are regular teachers at the high schools who receive special inservice training from Kenan Project personnel. This training is provided approximately every other month on such subjects as motivational strategies, test-taking strategies, and computer-aided instruction. Additionally, four Virginia Union University faculty members are available to provide the Master Teachers assistance in their subject areas.

The Kenan Project also offers students a variety of activities outside the curriculum. The students receive tutoring by college students and university staff, and each student is matched with a mentor who is a university faculty member or a Kenan graduate in college. The students also attend workshops that focus on such issues as self-esteem, self-discipline, study skills and time management skills. Some of the workshops have special themes that include parents as well as the students. A recent theme of such a workshop was a role-playing session that was designed to assist the students and their parents to better understand one another. The workshops are offered after school or on Saturdays and generally last three to four hours. At least once a month, a workshop is offered on the campus of Virginia Union University, and two to three times per month workshops are offered at the high schools. In addition to the tutoring, mentoring, and workshops, the students have opportunities to participate in academic enrichment activities, which include competitive academic programs and games, trips and speakers. Transportation to and from these activities is provided.

Parents are involved in the Kenan Project in several ways. First, they participate in the workshops with the students. Additionally, they have parent meetings once a month on the Virginia Union campus at which they elect officers and plan some activities for the project, such as the Christmas Party. At these meetings the parents are also given information on such subjects as financial aid and college admissions.

To ensure adequate participation, a point system is used to record student participation and performance. At the end of each 9-week grading period, each student must have earned at least 100 points. The students receive points for various things, including each activity they attend, the involvement of their parents in project activities, community service, good grades, high attendance, and good behavior.

Each school has a Kenan Project coordinator. The coordinator is a regular school counselor who provides counseling to the Kenan students and is in charge of coordinating the Kenan Project activities at the school. Additionally, the coordinators keep track of the students, ensuring they are taking the appropriate steps toward applying to colleges.

The project is funded by a 7-year grant from the William R. Kenan Charitable Trust. The project is now in its 6th year of operation and is exploring other sources of support. The annual budget of the project is approximately $100,000. The project employs one full-time director, one full-time secretary, 12 full-time Master Teachers, two full-time coordinators, one part-time social worker and four part-time university faculty members.

The Kenan Project at Virginia Union University and the Richmond Public Schools is one of six Kenan projects operating between Winston-Salem State University and Forsyth Public School District, North Carolina; South Carolina State College and Orangeburg #1 Public School District, South Carolina;

Bethune-Cookman College and Volusia County Public School District, Florida; Dillard University and New Orleans Public School District, Louisiana; and Jackson State University and Jackson Public School District, Mississippi. The overall Kenan Program, spanning the six universities and their partner school districts, is administered through the Southern Regional Education Board in Atlanta. All of the Kenan Projects target students whose achievement is below their potential and share the same general goals of increasing student motivation and academic preparation for college through a multi-year effort.

EVALUATION

The project collects a variety of data on the students, including all students' grades, scores on standardized tests, results of the Career Planning and Placement Test that is administered to the ninth graders, career or education plans after high school graduation, and the postsecondary institutions attended. The project also sends questionnaires to the Kenan project graduates in college to collect information in several areas, including students' performance in college, the number of remedial courses that the students had to complete in college, and the students' opinions of their degree of preparedness for college.

The project compiles both mid-year and annual reports, which are provided to the Southern Regional Education Board. The project provides two types of reports for each reporting period. The first is a report of general program information that includes the overall goals of the project, descriptions of activities that the project coordinates, and a complete budget for the program. The second type is a report of objectives met, including both individual and aggregate student data as well as other outcome indicators. The midyear objective report provides information on the project's progress in achieving its goals and its strategies for achieving those goals for the remainder of the year. The annual objective report provides information on their success in meeting their goals and the results of the program. The results include the number of students who were honor students, students' grades, and the number of students failing classes.

Indicators of the project's reported success include a high rate of project graduates pursuing a postsecondary education, and SAT results of Kenan students above the average attained by other Richmond students. The college going rate of Kenan students graduating in 1990 was 97 percent; in 1991 it was 90 percent. The average composite SAT score for Kenan project seniors in 1990 was almost 75 points higher than for other Richmond students.

RECOGNITION

In 1991, the Southern Association of Colleges and Schools chose the Virginia Union University-Richmond Public Schools Kenan Project as one of four exemplary partnership programs in the southern region. Additionally, the project has received considerable media attention.

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THE EARLY SCHOLARS OUTREACH PROGRAM
The University of Washington
Seattle, Washington

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Began: 1987

Schools Served: Seven middle schools statewide.

Students Targeted: Minority students and their parents.

Students Served Annually: Approximately 160 students in grades 6-8.

Major Services: School-year tutoring; summer programs; academic skill building; parent involvement; outreach; and counseling.

DESCRIPTION

The Early Scholars Outreach Program (ESOP), established in July 1987 at the University of Washington, is a partnership between the university's Office of Minority Affairs and seven Washington State middle schools with large ethnic minority student enrollments.

The ESOP program is designed to address the serious issue of the underrepresentation of minority students in higher education by providing programmed opportunities to promote student access and retention in college. The primary goal of ESOP is to maximize the number of minority students who by the 9th grade are enrolled in a college preparatory curriculum and who are able to perform competitively. The secondary goal of the program is to demonstrate that college/middle school partnerships are an effective approach to increasing the number of minority students who enroll in college well equipped to compete in a competitive environment, graduate in a timely fashion, able to enter careers, and enjoy the option to enroll in graduate and professional programs of study.

The program seeks to achieve its primary goal through the application of three special features. First, the program links the university into direct partnerships with middle school educators, students, and parents. Second, it is instructing parents on the establishment of a proper home environment for scholastic achievement. Third, it involves both the state and private sector in funding and planning the program.

Students visit the University of Washington campus. These visits include overnight stays in University of Washington residence halls, participation in workshops, visiting classes, touring University of Washington facilities, and becoming acquainted with the varied services provided for University of Washington students. ESOP Scholars also participate in recreational activities that take them to the game room at the Student Union Building and to live theater at the Ethnic Cultural Center and Meany Theater. Off-campus field trips take students to the Boeing Aircraft Company, the Pacific Science Center, the Museum of Flight, etc. These visits help promote awareness of and comfort with the university and its programs help to enrich students' information about the relationship of education to the business world.

An important aspect of the program is the enlistment of support and involvement of parents. Parents attend a series of seminars and workshops organized to address the problems and pressures that sometimes make it difficult for parents to instill academic achievement in their middle school children. These workshops help the parents learn how to create a home environment that encourages scholastic achievement. By recruiting ESOP parents, the interest and participation of family members in the college-preparation process is sustained and enhanced.

Students strengthen academic skills and in-class performance through the program's school-year tutorials. During the school year, high-achieving university minority students tutor the young scholars. These tutorial sessions are conducted at least twice a week throughout the school year and focus on assistance with homework, basic skills, self-esteem, career pathways and orientation to higher education. Academic support in mathematics and English persist as high priorities for ESOP scholars.

ESOP also offers a Summer Enrichment Program which targets incoming 9th graders. These students participate in an intensive six weeks of training in reading, writing, language arts, mathematics, computers, and study skills. The goal is to provide a bridge for those making the transition from middle to high school. These summer experiences heighten students' awareness of the college campus environment.

Both the state and private sector are involved in funding and planning the program. Those involved include the Washington Round Table, the governor's staff, and the legislature. Funding for the program was authorized in 1987 by legislature, and now the program enjoys supplemental funding for specialized activities from Chevron USA and FIPSE (Fund for the Improvement of Postsecondary Education, U.S. Department of Education). The cost of the program during the 1989-90 school year was $598.00 per student.

EVALUATION

Although the program cannot yet evaluate its primary goal, data are collected and some results are available. In the 1989-90 school year, the students who attended tutoring sessions regularly at their school reportedly had a mean increase in their GPAs ranging from 0.24 to 0.66 points. The largest increase was seen in the rural school. GPAs for those students who seldom participated declined during the year. An interesting point to note is that while students at the rural school were attending tutoring sessions regularly, their GPAs rose, but when their attendance dropped, so did their GPAs. Eight students at the rural school increased their mean GPAs by 0.82 points during the second and third quarters. Their GPAs increased from a mean of 1.78 to 2.60 points. During the fourth quarter, their attendance at tutoring sessions declined, causing a net loss of 0.62 points on their GPAs for the school year.

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HELP YOURSELF PROGRAM
Beloit College
Beloit, Wisconsin

4-Year Private Institution

PROGRAM HIGHLIGHTS

Year Began: 1986

Schools Served: 20 elementary, middle and high schools in the Beloit area.

Students Targeted: Minority students at all levels of schooling.

Students Served Annually: 160 students from elementary level through 12th grade.

Major Services: Academic summer program; strengthened core curriculum; tutoring; counseling; job experience; financial aid; parent involvement.

DESCRIPTION

The Help Yourself Program consists of a group of sequential programs that serve some 160 students in elementary school through graduation from high school. Approximately 20 elementary, middle and high schools in the Beloit area are served by the program. All of the programs are exclusively targeted to minority students.

Beloit Academy: In the 1991-92 school year, 78 4th through 7th grade minority students participated in Beloit Academy. Students are recruited from 13 area elementary schools in the third grade to participate from the 4th through 7th grade.

Pre-Collegiate Program: The Pre-Collegiate Program serves 8th through 11th grade students. In the 1991-92 school year, 65 students participated in the Pre-Collegiate Program.

INROADS: INROADS serves students who are juniors in high school through the first several years in college. In 1991-92, 15 students participated in INROADS.

Neese Scholars: Neese scholars are 12th grade students with grade point averages of at least 3.0 who are selected to receive full four-year scholarships to attend Beloit College. In 1991-92, there were six Neese Scholars.

Taken as a whole, the Help Yourself program is designed to help minorities succeed academically and become informed about college opportunities. The Pre-Collegiate Program, created in 1986, was the original piece of the program. It was created as a part of the Wisconsin Department of Public Instruction's Minority Scholarship Program, an effort to improve minority student achievement and increase the college-going rate of minority students. In 1988, the Beloit Academy was created to provide services to younger students in the community. In 1988, the Help Yourself Program also adopted the INROADS component, a national model that has been in existence for over 20 years. Also in 1988, the Neese Scholars Program was created to provide a particular incentive to Help Yourself Program participants to attend Beloit College.

Beloit Academy: Beloit Academy selects 4th through 7th grade students with high potential who have "A" or "B" grades and are recommended by a teacher or other school personnel. Beloit Academy has two components: an academic year program and a nonresidential summer program. Both programs take place on the Beloit College campus. The 10 instructors for Beloit Academy are a combination of professors and public school teachers.

During the academic year, the Beloit Academy students attend one and one-half hours of after-school instruction twice a week. In Beloit Academy, students learn Latin in order to improve their analytical skills as well as their English skills. The Academy uses stories of ancient Egypt to teach the subject matter. Students also meet for 3 hours on Saturday mornings. The Saturday sessions provide enrichment classes, which include sports as well as academics. During the academic year, Beloit College students provide tutoring to the Academy students at the college.

The summer component spans a 4-week period. During this part of the program, the students participate in 5-hour days of classes and enrichment activities. Academic classes include language arts, math, art, science, and computers.

Parents of Beloit Academy students are offered workshops once a month on subjects such as multicultural education and latchkey children. The parents are invited to attend class with the students, and some parents help to chaperone field trips.

Pre-Collegiate Program: The Pre-Collegiate Program, for 8th through 11th graders, aims to improve students' academic preparation for college while providing them with culturally enriching experiences. The program selects junior high school and high school minority students who have a grade point average of 2.0 or better, are interested in attending college, and are recommended by a principal, counselor or teacher. The program consists of a 4-week summer program and academic year activities.

The summer Pre-Collegiate Program consists of six and one-half hour days of activities. The students are tested in the spring in math, science, and English to determine the classes they will take during the summer session. Students take classes in various levels of math, communications, and science, taught by 13 instructors who are college professors and public school teachers. Additionally, the students attend afternoon classes in ethnicity, world of work, and college preparation. Finally, they take a daily class in the arts, choosing from broadcast media, dance, art, gospel music, and newsletter Production.

During the academic year, the Pre-Collegiate students attend one counseling session a month led by a professional counselor hired by the program. The Pre-Collegiate students also receive tutoring services from Beloit College students throughout the academic year when needed. Additionally, the students participate in workshops throughout the academic year on careers and personal development.

INROADS: Students selected to participate in the INROADS component are 11th graders with a minimum 3.0 grade point average who are interested in business or engineering. INROADS provides minority students with skills and experience to pursue such careers.

During the summer following 11th grade, INROADS students attend a six-week academic summer program for 6 hours each day, taking trigonometry, physics, computers and communications. Additionally, they participate in activities such as a weekly corporate tour.

Academic year activities include personal development seminars on such topics as assertiveness, goal setting and counseling on educational and career goals, provided by the Help Yourself Director.

The INROADS program places the students completing it in internships with local businesses. Internships may take place during the summer before high school, after 12th grade and on into college. The students must attend college and meet minimum g.p.a. requirements in college as well to continue with the program.

Neese Scholars: Students in their senior year in high school who have participated in at least three years of another component of the Help Yourself Program are eligible to receive a full four-year scholarship to Beloit College. The program selects students with at least a 3.0 grade point average and with recommendations from school personnel.

Funding for the different parts of the program comes from varying sources. Funding for Beloit Academy is provided by Beloit College and private foundations such as the General Mills Foundation, while the Pre-Collegiate Program is supported by the Wisconsin Department of Public Instruction. INROADS is supported by both private corporations and the Beloit Foundation. Neese Scholarships are funded solely by the Beloit Foundation. The annual budget for the overall Help Yourself Program is approximately $260,000.

EVALUATION

The Help Yourself Program collects information on Beloit Academy students' grades, standardized test scores, and attendance records. For the Pre-Collegiate program, the number of students going to college and where they enroll are recorded. For INROADS, the program collects information from the counseling sessions, as well as their grades through college and reports from their college professors.

In 1991, all 16 graduates of the Pre-Collegiate Program reportedly entered colleges in Wisconsin. Of INROADS students, 80 percent were placed in internships. Beloit Academy students were reported to have improved their writing skills and self-image.

Annually, detailed evaluations of the Beloit Academy and the Pre-Collegiate Program are performed, providing detailed descriptive information, attendance rates for each program, grades received in the program, teacher, student, and parent evaluations of the program.

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SUCCESSFUL TALENTED ASPIRING RESOURCEFUL STUDENTS (STARS)
University of Wisconsin, Parkside
Kenosha, Wisconsin

4-Year Public Institution

PROGRAM HIGHLIGHTS

Year Begun: 1979

Schools Served: High schools in the Racine and Kenosha Unified School Districts.

Students Targeted: Minority students of varying achievement levels, including disadvantaged minorities.

Students Served Annually: Over 500 elementary through high school students served under 5 STAR programs.

Major Services: Strengthened academic core curricula; academic and career counseling; peer support; job shadowing; and professional development for teachers.

DESCRIPTION

The University of Wisconsin - Parkside, in cooperation with the Kenosha and Racine Unified School Districts, started a program in 1979 called CHAMP (Creating Higher Aspirations and Motivations Programs). CHAMP was designed for minority students in grades 9-12, to help them better prepare for college. Over the years, other programs were added: a leadership council for the CHAMP students, an early outreach program for 6th-to-8th graders; a pre-medical sciences program for minority 10th and 11th graders; and a professional development academy for teachers. With the rounding out of these various programs, the collective set of programs was renamed STARS in 1991. All the programs under STARS are administered by the dean of the School of Education at the University of Wisconsin-Parkside. Program staff consist of the dean, one full-time administrative assistant, college professors who teach in STARS, and college students preparing to be teachers. Funding for STARS comes from the Chancellor's office at the Parkside campus, the University of Wisconsin system, the public schools, and the S.C. Johnson Company.

CHAMP encourages minority students in grades 9-12 to stay in school, develop positive attitudes, and to prepare for postsecondary education through peer support, collaborative learning, and academic reinforcement. Eighth grade students from the Racine and Kenosha Unified School Districts are invited to the University of Wisconsin - Parkside campus each January for a two-day seminar that introduces CHAMP. Students are introduced to the nature of postsecondary education, are taught the relationship between high school and college courses, and are encouraged to enroll in college preparatory courses in high school. Students are chosen based on test scores, attendance, grade point average, teacher referrals, and potential for development.

Participants who evince potential for academic and personal development are invited to the four-week summer session. Students are encouraged to develop critical thinking and problem solving skills in a collaborative learning environment. Classes include language, math, English, science, music, and drama. The teaching staff, which includes university faculty, employs a team teaching approach to pedagogy.

During the school year, CHAMP students are monitored and given assistance in their college-preparatory courses. CHAMP students have the opportunity to develop their leadership skills through participation in the Cultural Awareness Leadership Council (CALC), a school-based leadership club started in 1990.

Another recent precollege college program available to high school students in the Kenosha and Racine Unified Schools is the Doctors of Colors (DOC) program, which prepares students to pursue postsecondary education in the medical sciences. Students are introduced to the medical sciences through a one-day seminar held during the school year that provides students with information on careers in the medical sciences and the academic preparation necessary for such careers. Students can apply for a two-week summer session where students learn CPR, work in medical facilities to see what such jobs entails, and receive career and academic guidance. Students are expected to write a report at the completion of the program. Begun in 1990, DOC serves about 15 students each summer.

STREAM is a program for 6th-to-8th graders, established in 1989 to prepare high-potential minority students for a college prep course of study in high school. The aim is to envision a pipeline or continuum of services from this point on through college. Each student's academic file is kept throughout the time he or she is in any of the STARS programs.

The STARS Professional Development Academy is funded by University of Wisconsin Extension and prepares teachers to teach the summer intensive classes. The academy is led by university professors, who along with the participating teachers receive a stipend for this training.

The University of Wisconsin extended its precollege programs to elementary students in 1989 with the creation of College for Kids. College for Kids is a precollege program for children in grades K-8 that provides early reinforcement for academic achievement and introduction to postsecondary options through a variety of activities, including college visits. Currently separate from the STARS program, its main emphasis has been on K-5th graders. It operates out of University Extension and served 420 children in 1990-981 on a first-come first-served basis.

EVALUATION

Data are available on all students in the STARS programs, including grade point averages, courses taken, and retention. Thus far, however, a formal evaluation of CHAMP and the other programs has not been conducted.

The university is planning to conduct a formal evaluation of the program and instituting mechanisms to ensure better follow-up with the graduates of the program. This evaluation will also assist in revising the program to be more responsive to the needs of the students.

RECOGNITION

CHAMP was cited in the National Institute of Education's *Starting with Students: Notable Programs, Promising Approaches, and Other Improvement Efforts in American Postsecondary Education*, Vol. I, December 1983.

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Many of the programs in this compilation were initially brought to our attention through already-existing directories. These publications, listed below, provide a rich source of information on school-college collaborations.

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